REPORT

ON

PUBLIC INSTRUCTION

IN

LOWER BURMA

FOR

THE YEAR 1885-86.

RANGOON:
PRINTED AT THE GOVERNMENT PRESS.

1886.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION

IN

LOWER BURMA

For the year 1885-86.

Extract from the Proceedings of the Chief Commissioner, Burma, in the General Department,—No. 12E., dated the 30th September 1886.

READ—

The Report on Public Instruction in Lower Burma for the year 1885-86.

RESOLUTION.—*General results.*—The year under review was one of less decided progress in educational matters than those which preceded it. The number of schools under inspection increased, and there was a corresponding increase in the number of pupils under instruction and in the total number who passed any of the provincial examinations, but there was a falling off in the number of pupils who passed Anglo-vernacular examinations. The number of schools under inspection increased from 5,010 to 5,204, the number of scholars from 137,504 to 156,066. Of the scholars 165 were at the high stage of instruction, 1,735 at the middle stage, and 2,316 at the upper primary stage, as against 146, 1,632, and 1,823 in 1884-85. The increase in schools was contributed almost entirely by indigenous schools, which form 97·63 per cent. of the schools of the province. Schools under public management and missionary schools increased by 11 and 7 respectively. Some explanation appears necessary of the large decrease in the number of "private institutions," which numbered only 208 in the year under review as against 470 in 1884-85. Judged by results, there was more progress in elementary than in advanced instruction, thus—

	Number of pupils who passed.		Increase.	Decrease.
	1884-85.	1885-86.		
B. A. and F. A. examinations	7	3	...	4
Matriculation examination	18	28	10	...
Middle School examination	293	252	...	41
Primary School examinations	2,941	3,450	509	...

The decrease in the number of pupils who passed the Middle School examination is said to be due to the war with Upper Burma. The examinations took place at a time when the Expedition against Upper Burma had unsettled the minds of the people and when there was a large diminution in school attendance. The diminution was especially marked in Rangoon, which contributes a large number of Middle School examinees.

2. *Financial.*—The total expenditure of the year on education amounted to Rs. 9,49,729, being an increase over the expenditure of 1884-85 of Rs. 1,41,246.

The distribution of educational expenditure during the last two years is shown in the following table:—

	1884-85.	1885-86.	Percentage to total expenditure.	
			1884-85.	1885-86.
	Rs.	Rs.		
University education...	20,279	23,286	2·51	2·45
Secondary education...	2,85,886	3,35,593	35·35	35·34
Primary education	1,97,654	2,12,186	24·45	22·34
Special education	43,431	44,633	5·37	4·7
Direction and inspection	83,670	86,279	10·35	9·08
Scholarships	38,390	51,331	4·75	5·41
Buildings	76,084	1,35,432	9·41	14·26
Miscellaneous	63,189	60,989	7·81	6·42
Total ...	8,08,483	9,49,729	100·	100·

It will be seen that the principal increase of expenditure was under the head "Buildings." Municipal expenditure on this account increased by Rs. 46,577, owing principally to the building of new school-houses in Rangoon, Pegu, and Akyab.

The following table shows the sources from which educational expenditure was met during the last two years and the percentage defrayed from each source :—

From	Provincial revenues.	Percentage.	Local funds.	Percentage.	Municipal funds.	Percentage.	Other sources.	Percentage.	Total.
	Rs.		Rs.		Rs.		Rs.		Rs.
1885-86 ...	2,73,718	28·82	1,06,291	11·19	3,43,523	36·17	2,26,197	23·82	9,49,729
1884-85 ...	2,65,747	32·87	76,143	9·42	2,53,157	31·31	2,13,436	26·4	8,08,483

The expenditure from private sources and from fees increased by Rs. 10,576 and Rs. 2,185 respectively.

The largest increase of expenditure was under the head "Municipal funds." The Chief Commissioner notices with satisfaction that Municipalities and Town Committees continue to take an interest in education and to spend their funds liberally in promoting its diffusion. The five years for which the arrangements made in 1882 remain in force have nearly elapsed, and it is of interest to note the progress which Municipalities have made in expenditure on education during that period. Under the arrangement referred to, municipal towns (including towns administered by Town Committees) were relieved of certain burdens which they had hitherto borne, and the duty of providing more largely for certain other matters, particularly education, was imposed upon them. A sum was fixed in the case of each town which represented the amount which that town ought, in the opinion of the Chief Commissioner, to spend on education. The table printed at paragraph 28 of the Report shows the sum so fixed in 1882 and the expenditure incurred on education by each town in 1885-86. It will be seen that the educational expenditure of most towns equals, and of many towns exceeds that sum. The town of Moulmein is excluded from the table referred

to because its educational affairs are managed by the Department of Public Instruction. The newly elected Municipal Committee expressed their willingness last year to resume the control of education, which had been voluntarily abandoned by their predecessors. It is probable that the management of their educational affairs will be again entrusted to them next year, when the financial position of the Municipal bodies of the province comes under revision.

3. *Inspecting Agency.*—The only change which took place in the inspecting staff during the year consisted in the appointment of an additional Deputy Inspector for the supervision of Karen schools in the Tenasserim division. The work of inspection appears to have been thoroughly carried out, and Inspectors and Deputy Inspectors are reported, with one exception, to have performed their duties satisfactorily. The Government of India, in the review of last year's Education Report, remarked on the necessity for greater activity on the part of Deputy Inspectors and pointed out that an officer who spent more than half the year at headquarters could not be regarded as doing his work efficiently. During the year under review general instructions for the guidance of Deputy Inspectors were issued (Appendix C). These instructions explain in detail the duties of those officers, give advice as to the manner in which those duties may best be carried out, and lay down the rule that, except under special circumstances, Deputy Inspectors must spend at least 200 days of the year on tour. The Director of Public Instruction reports that a considerable improvement is already apparent in the amount of travelling performed by Deputy Inspectors.

4. *Grants-in-aid.*—During the year under review the question of expenditure on indigenous schools came under consideration. It was found that expenditure on this account had increased enormously during the last six years, Rs. 1,21,774 having been spent in 1884-85 as against Rs. 27,723 in 1879-80. These figures showed that the conditions of education had changed. The encouragement which was necessary in 1879, when indigenous education was backward, was needlessly generous in 1885, when that education had made large strides. Moreover it was plain that the amount available for expenditure on education, being a more or less fixed quantity, was no longer able to bear the rapidly increasing strain. A revised scale of results-grants, as detailed in Appendix D, was accordingly sanctioned and came into force at the beginning of the current year. At the same time the cost of the Salary-grant Scheme of 1884 was reduced by the addition to the grades of certificated teachers of a grade on Rs. 20 a month.

5. *University Education.*—The Rangoon College was less successful than last year. The three candidates presented for the degree of B. A. failed to pass, and only three out of seven candidates passed the F. A. examination as against six in 1884-85. The falling off in the number of successful candidates is ascribed to the absence during a considerable portion of the year, on sick leave or on other duty, of the three principal teachers and the disturbing effect of the war with Upper Burma. The proposals for the establishment of the Rangoon College on a regular basis, which have been for some time under consideration, were carried into effect shortly after the close of the year under review. The Syndicate having been formally incorporated as a society under Act XXI of 1860, the Rangoon College and High School have, in accordance with the pre-arranged plan, been formally

handed over to it. A certain fixed grant is made by Government to the Syndicate to provide funds for managing the College and additional assistance is promised, the amount of which will be in proportion to the success of the College and to the benevolence of private donors or Municipal bodies.

6. *Secondary Education.*—The number of secondary schools has increased from 50 with 6,532 pupils in 1884-85 to 70 with 8,881 pupils in the year under review. The increase is due to the introduction of a system of grading vernacular schools, under which 14 of such schools were classed as middle schools, whereas none were included in that category in the previous year. The number of municipal middle schools increased by one. The number of high schools remained unchanged, but a greater measure of success was attained than last year, nearly twice as many pupils passing the University Entrance examination. The most successful schools were the Rangoon and Akyab high schools, which passed 12 and 4 pupils respectively. The continued want of success of the Moulmein high school is not satisfactory. This school has now failed, for two years in succession, to pass any pupils by the University Entrance examination. Seeing that Moulmein is the second largest town in the province, this result, unless it is to be attributed to causes not referred to in the Report, is not creditable to the management.

Although the number of middle schools increased, the number of pupils who passed the middle school standard was considerably smaller than in 1884-85, the numbers being 252 as against 289. The decrease took place in all the divisions of the province and was contributed mainly by the principal institutions. Thus St. Paul's Institution in Rangoon, which passed 14 pupils last year, and the Sgaw-Karen school at Bassein, which passed three, both failed during the year under review to pass a single candidate. At Henzada no examination was held owing to disturbances. All the other municipal schools of the province, with the exception of those of Paungdè, Tavoy, and Mergui, though not entirely unsuccessful, were less successful than in the previous year. The total number of pupils who passed the English middle school standard was 109 as against 175 in 1884-85. These unsatisfactory results are ascribed by the Director partly to the disturbing influences of the war with Upper Burma, partly to the want of an efficient teaching staff. He suggests, as a means for removing the latter obstacle to successful instruction, that arrangements should be made for the systematic training of teachers for secondary schools. There can be no doubt that the establishment of a normal school for training middle school teachers would raise the standard of such teachers, but it is to be feared that funds are not available for the purpose.

As a set off against the want of success in Anglo-vernacular schools indigenous schools were considerably more successful, 143 pupils having passed the vernacular middle standard as against 118 in 1884-85. Several schools which have hitherto passed no pupils succeeded in obtaining passes, and other schools passed a larger number of pupils than in former years. The most successful schools were those of Maung So at Shwedaung, of Maung Tha Nyun at Thônzè, and of U Nandiya at Kado, each of which passed four pupils. Several other schools succeeded in passing three each.

7. *Primary Education.*—The general statistics of primary education show that while Anglo-vernacular schools have, owing to the same causes as impeded the

progress of high and middle class schools, been less successful than in 1884-85, indigenous, and especially Karen schools have made considerable progress. The number of primary schools under inspection increased from 4,983 to 5,186, of pupils on the rolls from 135,265 to 153,736. The number of pupils who passed the Upper Primary examination increased from 746 to 778, the number who passed the Lower from 2,195 to 2,672. The increase in numbers and attendance is common to schools of all kinds, but the increase in the number of pupils passed took place in indigenous schools only. The want of success among Anglo-vernacular schools was most marked in the Pegu and Irrawaddy divisions, and among schools of the same class as those which were unsuccessful in the Middle School examinations, namely, institutions supported by missionary effort and receiving aid under the grant-in-aid rules. In the Arakan and Tenasserim divisions the success attained by Anglo-vernacular schools in the primary examinations reached more nearly to the level of last year. Indigenous schools, on the other hand, show much more satisfactory results. Fourteen Burmese indigenous schools with 1,610 pupils were graded as upper primary during the year and succeeded in passing 83 pupils by the higher, and 130 pupils by the lower primary standard. The number of passes obtained by indigenous primary schools also increased considerably, Karen primary schools being especially successful. The districts in which the greatest advance was made in vernacular education are Pegu, Hanthawaddy, Thôngwa, and Henzada. The progress that has been made in the education of Karens is shown in the following table :—

	Schools under inspection.	Pupils.	Number passed by primary standard.
1884-85	382	9,775	327
1885-86	426	10,796	539

8. *Schools for Special and Technical Training.*—The question of technical education was under consideration during the year, and a scheme for its promotion was submitted by the Director. Owing to financial exigencies, however, it was impossible to carry out the scheme, and the number and kinds of technical schools remained the same as in the previous year. The progress made has been satisfactory. The number of apprentices instructed at the Insein Industrial school was 52, three of whom received certificates. The number of pupils at the Industrial school at Akyab, which was started last year by Mr. Simeon, Head Master of the High school, increased from 38 to 48. Much credit is due to Mr. Simeon for acting as pioneer in this department of education, and the Chief Commissioner regrets to learn that his venture has not been a financial success. The law lectureship, which was established by the Syndicate in 1883, having proved a failure, was abolished during the year under review. The results of the survey schools are not satisfactory. The number of these institutions increased from 5 to 7, but the number of pupils who passed the Syndicate examination fell from 41 to 20. This unsatisfactory result is in a measure due to a standard above that which was intended having been adopted by the examiner in surveying. It is of importance to the administration that these schools should be efficiently conducted, as they are the training places of thugyis, whose efficiency depends in great measure on a practical knowledge of surveying. They are not controlled by the Department of Public Instruction,

but are under the superintendence of the Superintendent of Supplementary Survey of the district in which they are established, subject to the general control of the Deputy Commissioner. The Chief Commissioner would impress on Deputy Commissioners the necessity of exercising supervision over these schools and he hopes that next year's report will show more satisfactory results.

The number of normal schools remained unchanged. The number of men under training decreased from 202 to 167, the number of women from 29 to 25. As the funds from which salary-grants are paid are limited in amount, it is necessary to be careful that the supply of certificated teachers should not exceed the demand. The number of certificates obtained was 84, being only six less than the number obtained in 1884-85. The Akyab and Moulmein schools made great progress, both passing nearly twice as many pupils as last year. At Rangoon, on the other hand, the number of pupils obtaining certificates decreased from 61 to 40. This large falling off is not explained.

9. *Education of Girls.*—The continued progress of female education is satisfactory. The number of girls' schools increased by 67, the number of girls under instruction by 2,051. Four hundred and ninety-one passes by the primary and 51 passes by the middle standard were obtained as against 386 and 34 in 1884-85. The Rangoon Convent succeeded in passing three girls by the University Entrance examination. This is the first success attained by girls of this province at an University examination. Municipal Committees continue to take an active interest in female education, and departments for the instruction of girls now exist in most of the large municipal schools. The admission of girls to two of the monastic schools constitutes a new departure the development of which will be watched with interest.

10. *Education of Special Classes.*—No change took place in the arrangements for the special encouragement of the education of children of European descent. The number of such pupils increased from 1,438 to 1,590. The fact that considerably more than 50 per cent. of the children who have received stipends since 1882-83 have passed, fully or in part, one or other of the provincial standards shows that the expenditure on their account has borne good fruit.

11. *Control.*—The Chief Commissioner has continued to receive advice and assistance from the Educational Syndicate in educational matters generally. That body was formed into a society under the Companies Act of 1860 at the beginning of 1886, and rules regulating its constitution, powers, and functions were framed. The rules provide for the creation of an executive committee of seven members, which meets once a month, or oftener, and carries on the general duties of the whole society. A general meeting of the Syndicate is held once a quarter. The functions of the Syndicate have been enlarged by the introduction of a rule empowering them to take charge of any educational institution which the Chief Commissioner may entrust to their charge. The Rangoon College and High School have already been handed over to them, and the question of handing over the Rangoon municipal schools is now under consideration.

The thanks of the Chief Commissioner are due to the Director of Public Instruction for his efficient control of educational affairs during the year.

By order of the Chief Commissioner,

E. S. SYMES,

Secretary.

REPORT

ON

PUBLIC INSTRUCTION IN LOWER BURMA

For the year 1885-86.

Introduction.

In compliance with the orders of Government efforts have been made to reduce the bulk of the present report as far as is consistent with the presentation of a clear view of the educational work of the year.

It has been impossible to submit the report at an earlier date because the necessary statistics from the Accounts Department, as well as from some important schools, were only received in the course of the month of July.

SECTION I.

General and Statistical Summary.

2. The reports of Inspectors of Schools and the statistics of educational institutions show that the eventful year 1885-86 has been one of fair general progress in the schools of each grade, and of decided advance in the extension of primary vernacular education and of female education.

The excitement caused by the war with Ava, the annexation of Upper Burma, and the subsequent disorder prevailing in parts of the province have in some instances affected the school attendance and, consequently, the results of examination to a considerable extent, but they have on the whole caused no material interruption in the school work of the province.

3. Among the noteworthy events of the year, including measures introduced for the improvement of the educational administration, the following may be mentioned, namely:—

Noteworthy events of the year.

The staff of Deputy Inspectors of Schools has been strengthened by the addition of one Deputy Inspector for Karen schools.

The Educational Syndicate has been incorporated under Act XXI of 1860.

Sanction has been granted to revised rules for the award of teachers' certificates and for the introduction of a system of pupil-teaching.

A commencement has been made in the formal gradation of indigenous schools under the provincial standards.

A more strict system of examination has been introduced in indigenous schools and has been sanctioned for adoption in all provincial examinations.

A comprehensive system of accounts for aided schools has been introduced.

With a view to the greater economy of educational funds, sanction has been given to a reduction of the rates of result-grant payable in indigenous schools and in the initial rate of salary-grant payable to certificated teachers.

Limitations have also been placed to the open offer of capitation-grants and salary-grants for certificated Karen teachers and certificated Burmese school-mistresses.

Sanction has been given to the publication in Burmese of excerpts from the annual departmental report to meet the demand among managers of indigenous schools for information on educational

matters, and copies of the first issue containing selections from the report for 1884-85 have been widely distributed.

Indian and Colonial Exhibition.

A collection of exhibits in illustration of the working of indigenous schools, including specimens of books, writing material, &c., with models and photographs of school buildings, was sent to the Indian and Colonial Exhibition in London, accompanied by a short account of the provincial educational system with the more important educational statistics of the province. This note is reproduced in the appendix as a concise summary of our educational system at the present time.

The issue of a new and revised edition of the Departmental Handbook may also be noted.

General Statistics of Schools and Scholars.

4. From the statistical summary which follows it will be seen that, excluding private schools (which are not under inspection and the returns of which are not always accurate), there is an increase in the total number of schools returned both under public and private management and a large increase in the total school attendance.

The number of schools under inspection has risen in the past year from 5,010 to 5,204 and the total attendance from 137,504 to 156,066, an increase being thus shown of 194 schools and 18,562 scholars.

5. With the exception of 21 schools the increase is exclusively in indigenous institutions. Under this head numerous schools have for the first time been included in the inspection list and a considerable number of new schools have been established.

Statistics of Schools and Scholars as returned on the 31st March 1886.

Division.	District.	NUMBER OF SCHOOLS.					NUMBER OF SCHOLARS.				
		PUBLIC INSTITUTIONS.					IN PUBLIC INSTITUTIONS.				
		Under public management.	Under private management.		Total number of public institutions.	Private institutions	Under public management.	Under private management		Total number of scholars	In private institutions.
			Missionary, &c	Indigenous				Missionary, &c	Indigenous		
ARAKAN	Akyab	8	2	276	286	88	575	100	4,367	5,042	624
	Northern Arakan	1	..	...	1	..	35	..		35	...
	Kyaukpyu	2	...	131	133	2	188	...	2,478	2,666	50
	Sandoway ...	2	1	45	48	...	121	35	1,402	1,558	...
	Total ...	13	3	452	468	90	919	135	8,247	9,301	674
PEGU	Rangoon Town ...	9	20	216	245	5	635	2,747	5,089	9,371	295
	Hanthawaddy ...	1	...	398	399	...	52	..	10,639	10,691	...
	Pegu ..	2	..	481	483	4	103	...	15,131	15,234	90
	Tharrawaddy ...	3	2	273	278	2	185	107	10,446	10,738	28
	Prome	5	2	412	419	8	478	103	12,088	12,669	141
	Total ...	20	24	1,780	1,823	19	1,453	2,957	54,293	58,703	554
IRRAWADDY	Thôngwa ...	3	1	511	515		126	86	13,718	13,930	..
	Bassein	7	5	454	466	3	494	318	13,005	13,817	114
	Henzada	4	7	309	320		264	155	9,347	9 766	..
	Thayetmyo	1	2	261	264	27	50	116	8,758	8,924	522
	Total .	15	15	1,535	1,565	30	934	675	44,828	46,437	636
TENASSERIM	Moulmein Town	5	9	96	110	...	349	1,052	3,206	4,607	.
	Amherst	3	..	435	438	52	337	...	10,063	10,400	306
	Tavoy	1	1	144	146		125	84	4,565	4,774	
	Mergui .	2	...	55	57	.	217		1,534	1,751	..
	Shwegyin ...	1	1	201	203	13	82	80	11,440	11,602	621
	Toungoo ..	2	7	293	302	4	121	703	7,584	8,408	75
	Salween Hill Tracts ..	1	...		1	...	23	...	...	23	...
	Total	15	18	1,314	1,347	69	1,254	1,919	38,452	41,625	1 002
	GRAND TOTAL FOR THE YEAR 1885-86	63	60	5,081	5,204	208	4,560	5,086	145,820	156,066	2,806
	GRAND TOTAL FOR THE YEAR 1884-85.	52	53	4,905	5,010	470	4,198	5,387	127,969	137,504	5,495
In the year 1885-86	Increase	11	7	176	194	..	362	349	17,851	18,562	.
	Decrease	...	...	...	...	262	...		...	...	2,689

General progress of schools.

6. The statement which will be found in the appendix as General Table V, showing the number of pupils at each of the recognized stages of instruction, exhibits a fair increase in the number of pupils at each stage, the number of pupils at the high stage having risen from 146 to 165, those at the middle stage from 1,632 to 1,735, and of those at the upper primary stage from 1,823 to 2,316.

Results of public examinations.

7. The results of the public examinations of the year are shown in the following summary and compared with those of the preceding year:—

Examination.		Number of students passed in the year.		In the year 1885-86.	
		1884-85.	1885-86.	Increase.	Decrease.
Arts Colleges—					
Bachelor of Arts examination	Boys	1	...	...	1
	Girls	...	...	...	...
First Arts examination	Boys	6	3	...	3
	Girls	...	...	...	...
Schools for general education—					
Matriculation examination	Boys	13	20	4	...
	Girls	...	3	3	...
Middle school examination	Boys	259	201	...	58
	Girls	34	51	17	...
Upper Primary School examination	Boys	639	691	52	...
	Girls	107	87	...	20
Lower Primary School examination	Boys	1,916	2,268	352	...
	Girls	279	404	125	...
Schools for special instruction—					
Training School examination for masters		110	106	...	4
Training School examination for mistresses		28	33	5	...
Examination in surveying		41	20	...	21

These results bear out the remarks with which this report opens. There is an improvement in the results of the University Entrance examination, the Primary School examinations, and, in the case of girls' schools, of the Middle School examination. The falling off in the results elsewhere of the Middle School examination is attributed largely to the effect of the war on school attendance, and an explanation is offered of the diminished outturn of survey schools. The decrease in the results of Training School examinations is at Rangoon only.

8. It may be noted here that the general table (No. VI), prescribed by the Government of India for entry of the results of examinations, requires modification in order to adapt it to the circumstances of this province. As no modification has been authorized, the detailed results of a majority of the provincial examinations are shown in a separate additional table, page XXXI of the Appendix.

Financial Statistics.

Increase of expenditure.

9. The expenditure from all sources on public instruction during the past year was greater than that of the preceding year by Rs. 1,41,246, the total expenditure amounting to Rs. 9,49,729 compared with Rs. 8,08,483 in 1884-85.

10. By far the greatest increase has been in the expenditure from municipal funds, which has risen in the year from Rs. 2,53,157 to Rs. 3,43,523.

Expenditure from local funds has also increased by upwards of Rs. 30,000, namely, from Rs. 76,143 to Rs. 1,06,291.

It is satisfactory to add that expenditure from private sources has simultaneously increased by more than Rs. 10,000 and from fees by upwards of Rs. 2,000.

The net increase of expenditure from provincial funds amounted to Rs. 7,971.

Analysis of the increase.

11. Of the additional Rs. 90,366 spent on education by Municipalities Rs. 46,577 was on account of buildings, Rs. 33,976 on secondary schools, Rs. 1,238 on primary schools, and Rs. 6,176 on scholarships.

12. The principal increase under local funds is on account of additional sums earned by indigenous schools for results-grants. Under this head the expenditure rose in the year from Rs. 71,726 to Rs. 92,417. Upwards of Rs. 7,000 more than last year were also spent on building-grants.

13. The increase of expenditure from provincial funds was nearly equally shared between inspection, university education, and primary education.

14. The extent to which the cost of education has been transferred from provincial to municipal and local funds is illustrated by General Table II, where the cost per pupil in the institutions of the several grades is calculated. It will be seen that, excepting in the case of university education and special education, the share of the cost now borne by provincial funds is very small compared with that borne by municipal and local funds.

SECTION II.

Controlling Agencies.

Direction and inspection.

15. The only modification of the agency of control has been the appointment of an additional Deputy Inspector for the supervision of Karen schools in the southern districts of the Tenasserim division, namely, Amherst, Salween, Tavoy, and Mergui.

16. The office of Senior Inspector of Schools was held until near the close of the year by Mr. L. A. Goss, Junior Inspector of Schools, and throughout the year the office of Junior Inspector of Schools was held by Mr. D. Aldridge, Head Master of the Rangoon Normal School.

Mr. R. G. Hodson resumed charge of the office of Senior Inspector on his return from furlough in February 1886, when Mr. Goss obtained three months' privilege leave.

17. The work of school inspection had been prosecuted in both circles with diligence and with good effect, and it is satisfactory to observe that a larger number of indigenous schools has had the advantage of the personal visits of the Inspector.

The Senior Inspector has visited 205 schools including 124 indigenous schools. The Junior Inspector has visited 163 including 73 indigenous schools, and Mr. Aldridge has made a second tour in both the northern and southern divisions of his circle.

18. In the course of the year I have myself been able to visit the districts of Toungoo, Shwegyin, Henzada, Akyab (calling at Kyaukpyu), Moulmein, Tavoy, and Mergui.

19. With one or two exceptions the Deputy Inspectors of Schools have worked diligently and successfully during the year, and have a good account to give of the important and independent charge entrusted to them. Excepting in one district of the Senior Inspector's circle, the work of each Deputy has been carefully checked by the Inspector of the circle, and by myself personally in the districts which I have visited.

20. In the last report it was observed that too much time was spent by Deputy Inspectors at district headquarters and too little time on tour. In the course of the year general instructions (which will be found in Appendix C) regarding the duty of a Deputy Inspector were issued, and the Inspectors' reports of the past year show a considerable improvement in this respect.

There are hardly any instances of schools unvisited, the number of second inspections has largely increased, and the proportion of time spent on tour is in most cases satisfactory. In certain disturbed districts the tours of these officers have, in the latter part of the year, been prosecuted at considerable personal risk.

21. Among the senior Deputy Inspectors, Maung Po Maung, Maung Bwa, Maung Shwe Hmôn, and Maung San Dwa have maintained their reputation for zeal and activity. Maung Tha Dun U is also specially commended, and the good progress shown in the schools of the Thôngwa and Pegu districts is rightly considered by the Inspector to bear testimony to the good work done by the Deputy Inspectors Maung Ba Bwa and Maung Maung.

The circles of Kyaukpyu, Sandoway, and Tavoy-Mergui continue to progress under the newly appointed Deputies.

22. There has been improvement in the working of the Tharrawaddy circle, and it is only from the Akyab district, under Maung Nga Mè Gri, that very unfavourable reports have been received. The work of this Deputy Inspector has been the subject of special report to the Chief Commissioner.

Separate notice of the work of the year in each Deputy Inspector's circle will be found in subsequent paragraphs.

Director's office.

23. I have again to acknowledge the material help afforded to me by the manner in which the work of my office has been conducted under Mr. H. A. Nelson.

Municipal control.

24. Educational work in municipal towns continues to be liberally supported and, as a general rule, efficiently conducted under the control of Municipal Committees. In no instance has anything but genuine financial pressure hindered the adoption of necessary educational measures; the rules and regulations of the Education Department have been voluntarily accepted and applied in every municipal town; and thus, while the transfer of the charge of educational affairs to local management has caused no break in the continuity or uniformity of the provincial system, the Municipal Committees have in very many cases been forward to initiate new measures for the promotion of education to the extent their funds allow.

I would instance the establishment of municipal schools for girls in Rangoon, Bassein, Akyab, Mergui, Yandoon, Lemyethna, and Shwedaung.

25. Appointments to all the more important teacherships are usually made in consultation with myself, and in junior appointments care has been usually taken to insist on the guarantee afforded by a departmental teacher's certificate.

26. Municipalities share with the Department the financial difficulty inseparable from a system of payment for results and have in some cases found their resources much strained to meet calls on this account.

But the formation under the Municipal Act of a school fund in each municipal town of which the balance is carried on from year to year and the limitation of the scale of grants payable in indigenous schools will, it is hoped, tend to relieve pressure of this kind.

27. On the whole it seems certain that the transfer of educational affairs in towns to municipal control has stimulated local interest in schools and has in many cases led to more liberal provision for education than could otherwise have been looked for. The only serious complaint urged against the system is that it has detracted from the popularity of the teaching profession. Teachers in municipal schools are without the prospects of promotion and pension which were open to teachers in schools maintained by the Department. The complaint is not without foundation, but it does not seem to be such as to justify any alarm for the future of education in the province.

28. The following statement shows the extent to which the Municipal Committees are now bearing the burden of the cost of education which was laid upon them by the local self-government scheme of 1882:—

Municipal towns in charge of	Amount available for education under the arrangements of 1882 exclusive of fees.	Net expenditure for 1885-86 on education exclusive of fees and miscellaneous receipts.	Remarks.
Municipal Committees—	Rs.	Rs.	
Akyab	20,400	22,094	
Kyaukpyu	8,620	5,693	
Sandoway	8,670	7,939	
Rangoon	72,000	1,11,069	
Prome	13,900	14,019	
Paungdè	4,540	6,149	
Pegu	2,960	*17,027	*Including Rs. 9,939 expended by P. W. Dept.
Bassein	22,600	25,268	
Myaungmya	...	...	
Henzada	12,400	18,628	
Myanaung	4,340	†3,705	†Including Rs. 711 expended by P. W. Dept.
Zalun	500	1,015	
Yandoon	5,440	4,718	
Moulmein	...	...	
Toungoo	21,500	22,563	
Town Committees—			
Ramree	...	1,622	
Shwedaung	5,040	7,870	
Thônzè	2,960	4,553	
Gyobingauk	900	4,118	
Letpadan	...	...	
Zigôn...	...	...	
Ma-ubin	1,900	2,410	
Pantanaw	4,540	4,887	
Danubyu	3,780	3,946	
Ngathainggyaung	4,240	3,684	
Lemyethna	800	1,101	
Kyangin	900	‡4,188	‡Including Rs. 1,233 expended by P. W. Dept.
Thayetmyo	3,800	1,770	
Allanmyo	2,960	6,084	
Thatôn	2,960	2,967	
Kawkareik	600	158	
Tavoy	9,145	10,863	
Mergui	8,645	14,864	
Shwegyin	8,760	12,665	
Kyaikto	1,800	1,281	
Pyuntaza	...	210	
Total ..	2,61,100	3,43,523	

District Committees of Public Instruction.

29. District Committees of Public Instruction are now maintained only in a small minority of the districts of the province, their place being elsewhere taken by municipal and rural boards. The abolition of this agency will be gradually completed as the functions of the Committees are transferred to the new local boards.

Rural boards have been formed in certain districts, but they have not as yet shown much activity in regard to educational matters.

Educational Syndicate.

30. The Educational Syndicate has in the past year acquired a new position by its enrolment as a corporate society under Act XXI of 1860.

The functions of this body during the past year have been confined to its original sphere as a representative agency for the conduct of all provincial examinations. Hereafter it will further relieve the Education Department by undertaking the control and management of the Rangoon College, which will be reorganized on a new footing under its auspices.

Grant-in-aid rules.

31. The year in which I write is the last of the five years for which the existing grant-in-aid rules have been sanctioned. Opinions in regard to their working have been invited and received from school-managers, Municipal Committees, and others, and the draft of a revised code will be shortly submitted to Government for adoption in 1887.

It may be said generally that the rules have been a great improvement on those which they superseded and that, while ensuring very liberal grants to registered schools, they have tended to increase the efficiency of the aided schools both by the provisions for systematic examination and by the encouragement of regular attendance.

32. At the same time there are various directions in which the rules are open to improvement, and efforts will be made to provide in the new rules for a greater economy and more equitable distribution of the available funds, and for the special encouragement of industrial schools.

33. With the present year the arrangements of 1882, under which the grants-in-aid of schools in municipal towns are paid from municipal funds, will come to an end, and if the continuance of the arrangements is dependent on the success of the past five years' experience, there seems to be no reason so far as the schools are concerned, why any change in this matter should be introduced.

34. The total expenditure of the past year on grants-in-aid under the rules of 1881 was Rs. 62,134 against Rs. 60,990 in 1884-85. The proportion between the grants for results and those for attendance illustrates a remark which has been made before, that under existing rules unduly liberal aid may be extended to schools in which the teaching is very deficient. Of the total sum named above Rs. 38,270 were paid on account of attendance and only Rs. 24,789 on account of results of examination.

35. The exceptional grants paid for European pupils in addition to the ordinary grants amounted to Rs. 14,216 compared with Rs. 12,514 in the previous year.

Accounts in aided schools.

36. For the convenience of managers of aided schools, and with a view to facilitate the rendering of the returns required by Government, a comprehensive form of register has been supplied to aided schools in the past year. Its practical usefulness will be tested during the current year.

SECTION III.

University Education.

37. The provision for university education in the province continues at present to be limited to the maintenance of a single college at Rangoon. Owing its origin to the gradual development of the Government High School, the Rangoon College has hitherto been conducted as a State institution under the control of the Education Department. In pursuance of the policy indicated by the Education Commission and accepted by Government, the maintenance and management of this institution are henceforth to be entrusted to the incorporated Educational Syndicate. For this purpose a liberal annual subsidy from the Government is to be supplemented by yearly grants to the Syndicate proportioned to the success of the college.

38. Simultaneously with the transfer of the charge, a complete revision of the college establishment will take effect by which the status of the Principal and his subordinates will be assimilated to that of the teaching staff in an Indian Government college, excepting that future incumbents will not be entitled to pension.

The course of study will, as hitherto, be regulated by the University, and for its maintenance the institution will still be mainly dependent on pubic funds, but a first step will thus be made in the direction of transferring the control of higher education from the State to local management.

39. The working of the Rangoon College in the past year has been less successful than in some former years. Three candidates presented for the degree of Bachelor of Arts were all unsuccessful, and of seven candidates presented for the First Examination in Arts three only were successful.

40. Obvious causes can be assigned for the comparatively small percentage of successful candidates, causes which there is reason to hope will not operate in future.

Thus for a considerable part of the year the teaching staff was weakened to so serious an extent by the absence, on special duty and on leave of absence, of each in turn of the three senior officers on the establishment that it is matter for surprise and for congratulation to the Principal that the outturn of the year has not been further diminished.

For seven and a half months Professor Forchhammer was absent on special duty as Government Archæologist; for three months Dr. Romanis was absent on special duty with the expedition to Ava; and for 11 months Mr. Hayes was absent on sick leave. To this cause must be added the influence of political disturbance by which the attendance at the college was seriously affected.

SECTION IV.

School Education (General).

(*a*).—*Secondary Schools.*

41. The number of schools graded as secondary has risen from 50 to 70 and the number of pupils attending such schools from 6,532 to 8,881. Of this number 1,735 are at the middle stage and 165 at the high stage of instruction. Among secondary schools are now included 14 indigenous schools.

42. The success of secondary schools during the year has varied considerably in different districts.

The outturn of upper secondary schools, otherwise called high schools, has been larger than last year, 23 candidates having passed the University Entrance examination compared with 13 in 1884-85.

The total outturn of middle schools, municipal and aided, shows a slight advance in the circle of the Junior Inspector, who reports that the majority of these schools are working well, the discipline of some, which are managed almost entirely by Native teachers, being excellent. In the circle of the Senior Inspector, on the other hand, a considerable falling off is shown.

43. The municipal middle schools in this circle have passed only 32 candidates against 52 last year, while a still greater decrease is shown in the outturn of aided schools, the number of successful candidates having fallen from 64 to 37. The decrease is too marked to be assigned to the natural fluctuation of yearly statistics, nor can it be attributed to increased severity in the middle school test.

44. The total of successful students has been to some extent affected by the failure of the District Committee in one important district to hold the annual Middle School examination, a considerable number of candidates being thus excluded from examination. Unquestionably also the irregular attendance caused by the disturbed state of the country has been a powerful factor in the case, but the Inspector does not hold the schools blameless and attributes many of the failures to a numerically weak teaching staff.

I am disposed to add that the qualifications of a considerable proportion of the teachers in secondary schools are defective and that, if the system of departmental teachers' certificates could be supplemented, at least for a time, by arrangements for the systematic training of teachers for secondary schools, the cost of such a measure would be well repaid by its effect on the progress of secondary education in the province.

45. In the indigenous schools working up to the middle standard a slight advance is shown in the results of last year, eight more pupils of indigenous schools having fully passed the vernacular middle standard.

46. On the whole there seems to be reason to believe that the work in secondary schools has been prosecuted with no less diligence than heretofore, while in numerous cases great efforts have been made for the improvement of the schools.

Thus, among aided schools, St. Paul's Institution at Rangoon, St. Matthew's and St. Augustine's School at Moulmein, have been provided with new buildings at a large outlay; the municipal school at Pegu has been similarly provided and has been raised to the middle grade with a more efficient establishment; and at Akyab the Municipality has erected a fine building for the accommodation of boarders.

47. The Thôngwa district is very shortly to be provided with a school for secondary education at Yandoon; and since the close of year proposals have been made for the establishment of a municipal middle school at Thayetmyo and for the recognition of the middle school at Mergui as a high school.

48. The statistics of secondary schools are summarized in the following statement side by side with the corresponding statistics for the preceding year :—

Secondary Schools.

Institutions.	Number of pupils who passed University Entrance examination.		Number of pupils who passed the provincial Middle School examination.	
	1884-85.	1885-86.	1884-85.	1885-86.
Public institutions under public management ... Boys	8	17	169	130
Girls	...	...	2	12
Total ...	8	17	171	142
Public institutions under private management—				
(*a*) Aided (missionary, &c.) ... ... Boys	3	3	69	29
Girls	...	3	32	39
Total ...	3	6	101	68
(*b*) Aided (indigenous) ... ... Boys	...	...	17	42
Girls	...	...	...	...
Total ...	...	...	17	42
GRAND TOTAL ... ... Boys	11	20	255	201
Girls	...	3	34	51
GRAND TOTAL ALL SCHOLARS (EXCLUSIVE OF PRIVATE STUDENTS).	11	23	289	252

Brief notices must here suffice of the principal secondary schools in each division.

Secondary Schools in the Arakan Division.

49. The only school in the division teaching to the University Entrance standard is the municipal high school at Akyab. The high department of this school passed four candidates at the Entrance examination compared with one last year.

In the middle department six candidates were successful as against 13 last year.

Under Mr. Simeon the organization and management of the school are excellent, and the Municipality has a substantial and satisfactory return for the liberal support which it gives to the institution.

50. The municipal middle schools of Kyaukpyu and Sandoway have both smaller results to show than last year, but the latter school maintains its general efficiency.

No indigenous schools in this division are graded as secondary, but it seems possible that the new municipal school at Ramree may before long be raised to the middle grade.

Secondary Schools in the Pegu Division.

51. In the principal Anglo-vernacular secondary schools the results of examination are inferior to those of last year. Thus in Rangoon St. Paul's Institution, from which 14 pupils passed last year, none have been successful, and from St. John's College only four compared with 14 last year. The municipal middle school again takes the lead among secondary schools in the division, but has scored only 16 passes against 21 last year. The new municipal middle school at Paungdè passed three pupils, being one more than in the preceding year.

52. Among indigenous schools a considerable number have for the first time achieved success at the Middle School examination, while others have continued to make progress. The best results have been gained by the following managers, namely, Maung So of Shwédaung and Maung Tha Nyun of Thônzè with four passes each; Prome district, and Maung Aung Tôk of Padigôn, Prome district, from each of whose schools three candidates passed. Single passes were gained by five other indigenous schools.

Secondary Schools in the Irrawaddy Division.

53. In this division also the working of secondary schools has been less satisfactory than in 1884-85. At Bassein the municipal high school, the only high school in the division, passed no candidates at the Entrance examination, and the outturn of the middle department was less by one-half than that of last year. The municipal school at Henzada has passed no candidates by the middle school standard, nor has St. Andrew's S. P. G. school at Thayetmyo been more sucessful. Other aided schools, including the Sgau-Karen school at Bassein, are in the same category.

54. Among indigenous schools seven have succeeded in passing pupils at the Middle School examination. Of these the following may be noticed as successful for the first time, namely, U Pandi's school at Padaukchyaung, Bassein, U Ketu's at Thabaung in the same district, Pôngyi U Meda's at Yandoon, U Nyana's school at Zalun, Henzada district, and Maung San's at Henzada.

Secondary Schools in the Tenasserim Division.

55. The single high school in the division, namely, the Government school at Moulmein, has passed no candidate at the University Entrance examination, but the middle department has done well in passing 11 candidates, though the outturn is less than that of last year.

The school requires a revision of establishment and formal proposals on the subject have been submitted, but the funds required to give effect to the measure are not forthcoming.

56. The municipal schools of Tavoy and Mergui have both done well in the middle department, passing five and six candidates respectively. The municipal schools at Shwegyin and Toungoo have been less successful, the former passing two against five last year candidates and the latter two as against seven last year.

57. Excepting the American Mission boys' school and the Morton Lane girls' school at Moulmein, the principal aided schools show a falling off in the results of examination in the middle department; but the American Baptist Mission school at Amherst, hitherto in the primary grade, has been successful in passing two candidates by the middle school standard.

58. Six indigenous schools have successfully presented candidates, the greatest success being that of the Kado monastic school, from which four pupils passed the Middle School examination, and of U Pinnya Dipa's school at Mudôn, from which three candidates passed the same test.

(b).—Primary Schools.

59. The number of primary schools, including primary departments of secondary schools, under inspection has again risen from 4,984 to 5,186 and the total attendance from 135,265 to 153,736.

The increase is as usual caused principally by the inclusion in the inspection list of additional vernacular schools either newly established or indigenous schools omitted in previous years as not conforming to the departmental system.

Effect of the war on schools.

Non-indigenous schools.

60. The outturn of these schools illustrates the direction and extent of the influence exercised on the educational work of the province by the late war. The schools most affected by the disturbed state of the country have been the large boarding schools in Rangoon and other principal towns. In these schools the attendance has been comparatively poor and the results of examination have been much more meagre than in former years. It must be noticed further that the falling off in results has been more marked in aided schools than in municipal schools.

61. In the Senior Inspector's circle the attendance at municipal schools is stationary and the outturn at examination is on the whole slightly better than last year; but in the aided schools, while an addition of two schools has very slightly increased the total attendance, the number of successful pupils has diminished from 738 to 665, or by nearly 10 per cent.

62. The Inspector is probably right in his opinion that in the principal schools the influence of the war on the attendance is almost entirely responsible for this comparative failure.

A similar falling off in the total outturn is shown in the circle of the Junior Inspector in municipal and aided schools alike, yet the Inspector considers that there has been no general decrease of efficiency in the schools, but states on the contrary that in the majority of cases the candidates presented for examination have been far better prepared than in the previous year, and an examination of the figures shows that the percentage of successful pupils on the number of examinees was higher than last year.

Indigenous schools unaffected.

63. It is remarkable that, with a few exceptions, the working of the indigenous schools throughout the province seems to have been unaffected by the excitement of the war or the disturbed state of certain localities. There has, indeed, been a large decrease in the sale of vernacular school books in certain rural districts, but other causes have contributed to this, and the general progress of the schools has been decided.

The Senior Inspector reports that the contrast between the diminished outturn of the non-indigenous schools and the vitality displayed by the indigenous schools throughout his circle is very marked, and the same may be said of the Junior Inspector's circle.

General statistics of indigenous schools.

64. The returns show an increase of 176 indigenous schools under inspection, making a total of 5,081 now on the inspection list, the total attendance having risen from 127,969 to 145,820. The number of schools inspected was 4,781 compared with 4,710 last year, and the number of pupils earning results-grants rose from 8,036 to 9,182.

Finally the number of pupils in indigenous schools who have fully passed by the provincial upper and lower primary school standards has risen from 1,788 in 1884-85 to 2,548 in the year under review.

65. This marked advance (which has been common to Burmese and Karen schools) has, moreover, been made in the face of increased strictness in the system of examination.

The notice of the Educational Syndicate having been drawn to the defective system under which marks were allotted by examining officers. The Syndicate authorized a detailed scale of marks for all provincial examinations, and the new scale, though deferred for a year in other schools, was at once introduced by Deputy Inspectors in all indigenous schools. Had the old system of marking been followed, the list of successful pupils would have been still further swelled.

66. The greatest success has naturally been gained in the schools to which trained assistant masters have been attached, and the progress of the year is to be attributed partly to the increase in the number of trained teachers thus employed, namely, from 184 to 216.

But there can be no question that, while the condition of the several districts varies considerably, the general standard of the teaching in indigenous schools has been perceptibly raised.

67. The working of primary schools of all classes is compared in the following summary with that of last year:—

Primary Schools.

Class of institution.	Number of primary schools under inspection.		Attendance.		Number of pupils passed the			
					Upper Primary examination.		Lower Primary examination.	
	1884-85.	1885-86.	1884-85.	1885-86.	1884-85.	1885-86.	1884-85.	1885-86.
Primary departments of secondary schools—								
1.—Public institutions under public management.	14	18	1,307	1,621	109	90	156	182
2.—Public institutions under private managment—								
(*a*) Missionary and others	23	37	3,447	3,750	270	191	369	330
(*b*) Indigenous Burmese	...	14	...	1,610	...	83	...	180
Total ...	37	69	4,754	6,981	379	364	525	592
Primary Schools—								
1.—Public institutions under public management.	28	28	1,638	1,729	68	80	110	84
2.—Public institutions under private management—								
(*a*) Missionary and others	18	21	909	890	24	15	47	30
(*b*) Indigenous {Burmese	4,523	4,642	118,194	133,340	245	287	1,216	1,509
(*b*) Indigenous {Karens...	382	426	9,775	10,796	30	82	297	457
Total ...	4,946	5,117	130,511	146,755	367	414	1,670	2,080
Grand Total ...	4,983	5,186	135,265	153,736	746	778	2,195	2,672

68. A review of the general state of primary education in each district may here be prefaced by a brief notice of the working of the standing regulations under which the improvement of indigenous schools is aimed at.

Salary-grant scheme.

The salary-grant scheme of 1884, under which a corps of trained vernacular teachers is attached to indigenous schools, continues to work well, but the rapid increase of expenditure for salary-grants as well as for results-grants to indigenous schools rendered necessary in the past year a review of the financial effect of the system, and in November last a Resolution of the Chief Commissioner was published showing that the expenditure had risen from Rs. 27,723 in 1879-80 to Rs. 1,21,774 in 1884-85, and announcing that it was unavoidable in the interest of education that the scale of grants, both for salaries and for results of examination, should be reduced.

69. Sanction was accordingly given to the addition of a fifth grade to the existing grades of certificated teachers eligible for a salary-grant of Rs. 20 per mensem, and for a reduction of the rates of results-grants in the following proportions:—

In schools aided by a certificated teacher paid from public funds a reduction of 50 per cent.

In schools aided by results-grants only a reduction of 25 per cent.

No reduction is made in the case of schools independently conducted by certificated teachers without salary-grant.

70. The effect of this measure, which takes effect with the beginning of the current year, will be largely to diminish the calls upon local and municipal funds for expenditure on results-grants to indigenous schools and to set free additional funds for the extended employment of trained teachers.

Independent schools under certificated teachers.

71. The experiment of establishing certificated teachers in independent schools under the salary-grant scheme in places where the indigenous machinery wholly fails to meet the educational wants of the people has answered well wherever it has been tried.

The 16 schools which have been thus founded in the districts of Pegu, Hanthawaddy, Kyaukpyu, Sandoway, and elsewhere are all reported to be working well and to be much appreciated.

The plan is one only for exceptional adoption, but in backward localities, where the indigenous schools even with aid from the State are proved to be unequal to the work required, the local educational funds are expended in this way to the best advantage.

Limitation of results-grants for optional subjects.

72. The rule which obliges candidates for results-grants in optional subjects (that is subjects outside the provincial standards) to have passed fully the lower primary standard has, undoubtedly, contributed much to the great increase in the number of pupils thus qualified and has otherwise served to economize the result-grant fund.

Working of Karen primary schools.

73. The inspection reports show that the advance in Karen primary schools fully keeps pace with that in Burmese indigenous schools.

The number of Karen primary schools under inspection has risen during the year from 382 to 426 and the attendance from 9,775 to 10,796.

74. The number of Karen teachers employed under the Karen teachers' certificate rules has increased from 158 to 170, and the number of Karen pupils fully passing the provincial primary school standard from 327 to 539.

75. These figures afford a sufficient justification of the measures adopted for the furtherance of Karen education, and there is no doubt that the employment of a special staff of Karen Deputy Inspectors has contributed much to the successful working of our plans. Great credit is due to these officers, namely, Maung San Dwa, Maung Tha Dun U, and Maung Pa Ha for the zealous and judicious discharge of their responsibilities.

76. In the most forward districts it is said to be the exception now for a Karen school not to remain in session for at least six months in the year, a material improvement on the practice in former years and of some districts even now.

The Irrawaddy division contains the largest number of schools and pupils, and shows the best educational results.

77. The independent schools established a year ago in the Hanthawaddy and Bassein districts are, with one or two exceptions, said to be working well and their continued maintenance has been sanctioned.

78. The Deputy Inspector writes that several applications have been received from lugyis agreeing to build houses for Karen schools to be opened, and that some Karen certificated teachers are opening independent schools in hope of special aid from Government.

79. The Toungoo-Shwegyin circle comes next in the number of schools and pupils, but last in results.

The hill tribes of Toungoo are naturally more backward educationally than their fellows in the lowland districts, and in Shwegyin the work of the year has been subject to serious interruption from bands of dacoits. From one township it is reported that many Karen villages were attacked and that "all the schools were burnt down."

80. In Toungoo the Deputy Inspector notices that children, as soon as they can read and write a little, are induced to go to one of the boarding schools in Toungoo town. This practice, which is encouraged by the present grant-in-aid rules, is in my opinion much to be deprecated, and it is hoped that the

increased employment of certificated teachers in the village schools will tend to its discontinuance.

81. The Pegu division, with a smaller number of schools, has good results to show. The Deputy Inspector reports that he has received valuable co-operation from elders and school-managers, whose activity is quite independent of results-grants.

Monastic schools are weak, but lay schools "aim at keeping open at least nine months of the year."

82. In the southern districts of Tenasserim no special report on Karen education has been received, but from the beginning of the current year these districts have been placed in charge of a Karen Deputy Inspector, and the condition and progress of the Karen schools will in future be fully reported.

83. It must be added that, for the special benefit of the Karens in the Amherst district, two special scholarships have been founded by Government in the past year to encourage Karen students who have passed the middle school standard to continue their studies to the university entrance. (Appendix page XX.)

General Review of Primary Education in the Arakan Division.

Anglo-vernacular schools.

84. The statistics of the year show general progress both in vernacular and Anglo-vernacular schools.

The upper primary department of the Akyab high school (transferred during the year from the practising department of the normal school) has done well in passing 10 pupils by the upper primary standard. The Myohaung school passed two pupils by this standard and the inspection report is favourable. The Sandoway municipal school fully maintains its good reputation, though the number of primary school passes is less than last year. The Ramree municipal school has made a vigorous commencement and promises well; and the working of the small Government school at Paletwa, conducted under considerable difficulties, has been creditable to the master in charge. Ten pupils fully passed the lower primary standard.

85. Mrs. Lackersteen's aided school for Europeans at Akyab continues to be carefully managed and does useful work, but the net results of examination have been small.

86. The only Anglo-vernacular school from which conspicuous failure is recorded is the primary department of the Kyaukpyu municipal school. The Head Master was absent during several months of the year, but this is hardly enough to account for the very poor results obtained.

Indigenous Schools.

87. *Akyab Town and District.*—Some progress is shown in this circle, the earnings of schools being larger than last year and the number of full passes by the primary standards having increased by 24; but it seems clear from the Inspector's reports that better results might have been obtained had the work of inspection been more efficiently done.

The Deputy Inspector visited 221 schools, but 55 remained unvisited, and the inspection of a large proportion was deferred to the last quarter of the year, when the attendance is poor.

A total of 28 certificated teachers are now employed in this circle and the outturn is not at present commensurate with the cost of this staff.

In the town of Akyab the Municipality gives liberal support to the indigenous schools, which are generally working well.

88. *Kyaukpyu and Sandoway Districts.*—This is a circle in which the indigenous educational machinery is exceptionally weak, and in which the extension of education depends much upon the extent to which the agency of trained teachers can be introduced.

The circle is now in charge of a competent Deputy Inspector, who has been active in inspection and is able to show fair improvement in the schools under his charge.

89. The amount of results-grants earned in indigenous schools was nearly double that of last year and 33 more pupils have fully passed the primary school standard. But the progress is limited almost entirely to the schools conducted or aided by teachers trained in the Government normal schools. Five such teachers (of whom 10 are at work in the circle) have been established in independent schools under the rule specially sanctioned for Arakan, namely, three in Kyaukpyu and two in Sandoway. If funds were forthcoming, they could not be better expended than on the extension of this system; meantime, under the present Deputy Inspector, normal progress may be looked for.

Special credit is due to Maung Shwe Thè, the manager of an independent school at Taungup in the Sandoway district, 18 of whose pupils fully passed the lower primary standard.

90. *Northern Arakan District.*—In this wild region no systematic action has yet been taken for the encouragement of education excepting the establishment of the Government primary school at Paletwa; but since the close of the year formal proposals on the subject have been made by the Commissioner of Arakan and are now under the consideration of the local Government.

General Review of Primary Education in the Pegu Division.

Anglo-vernacular schools.

91. In the Anglo-vernacular schools taken collectively there is a great falling off in the results of the Primary School examination, the total number of successful pupils being 221 compared with 310 last year.

The principal reasons assigned for this decrease have been indicated above.

92. The chief falling off has been in the following schools, which include the leading aided schools of the division: St. John's College, St. Paul's Institution, the new Convent, the Diocesan Boys' School, and the Kemmendine Girls' School.

In some of the smaller schools decided progress is shown. The old Convent has done well in its vernacular department, passing fully 14 pupils, and there is an advance too in the English department. St. Mary's S. P. G. has been more successful in the lower division, but the outturn of the upper division is slightly less than last year. Mr. Denchfield's school and the Episcopal Methodist school have made a beginning by passing each three pupils fully.

Indigenous schools.

93. In four districts out of the five the outturn of pupils successful in fully passing the provincial standards shows a decided advance on the preceding year notwithstanding the increased strictness in the system of awarding marks.

In the town of Rangoon only the figures show a slight decrease, accounted for by the Deputy Inspector as the result of greater strictness.

It is satisfactory to note that the greatest advance has been in the hitherto backward districts of Pegu and Hanthawaddy.

94. *Rangoon Town District.*—Although the number of schools is less by 18 than in 1884-85 there are more boys and girls under instruction.

The total earnings of the schools has risen from Rs. 7,828 to Rs. 10,454, and although the number of full passes gained is less than last year, there is evidence enough that the schools are generally working well and that the Municipality is receiving an adequate return for the outlay in this direction.

Some of the best of the trained masters have been promoted to independent charge elsewhere, but the schools aided by certificated teachers continue to give general satisfaction.

95. The largest number of full passes was gained by the monastic school of U Thilawuntha in Pazundaung; but the schools of Maung Pu, Maung Aung Myat, and Maung Shwe Tha have earned still larger grants, while the unaided monastic school of Milinda in 16th street was also very successful.

96. *Pegu District.*—In this district the outturn of successful pupils has so largely increased that the Inspector is inclined to think the examination test must have been unusually easy; but the work in this district seems to have been less fully tested than elsewhere.

The number of fully passed pupils rose from 97 to 193, of whom only 20 were from the newly established schools under certificated masters. The general advance indicated is, therefore, very decided.

97. Of the three newly founded schools two, namely, Maung Tun Win's and Maung Tu's, are selected as already among the best in the district. Seven other conspicuous schools are mentioned including those of U Teza at Hlègu and Maung Kyauk Lôn of Tadaywa and U Kundinuya of Pegu.

Thirteen certificated teachers are now working in this district.

Deputy Inspector Maung Maung is highly commended by the Deputy Commissioner.

98. *Hanthawaddy District.*—The advance recorded in this district is even greater than that in Pegu, the number of fully passed pupils having increased 135 per cent., and the Inspector considers that the figure may be accepted as a genuine indication of progress.

Among the causes which have led to this advance are noticed the rule obliging pupils to pass the lower primary standard fully before they can earn grants for optional subjects and the desire awakened among school-managers to secure a grade for their schools by which scholarships become tenable.

A staff of 11 certificated teachers is now employed in the district.

99. Among successful schools the following are prominently noticed, namely, Maung Shwe Wa's, Tunte, from which 40 pupils passed, U Pandi's at Gwema, and Maung Hlaing's at Ôkkan.

100. *Tharrawaddy District.*—More activity has been shown in this district than during the past two or three years. Thirty-seven more schools have been added to the inspection list, and the Deputy Inspector has done more work.

Owing to want of funds, the number of certificated teachers employed has been reduced from 23 to 14, but the number of pupils successful at the Upper and Lower Primary examinations has increased from 206 to 233, and the outlay on results-grants from Rs. 6,849 to Rs. 6,852.

101. Among the leading schools may be noticed those of U Zina, Maung Paw Tun, U Pinnya, and U Wissatta.

102. *Prome District.*—This circle, including the municipal towns of Prome, Paungdè, and Shwedaung, has a total staff of 21 certificated teachers attached to indigenous schools, and the work of the year has, on the whole, been very successful.

The Deputy Inspector reports, however, that the monastic schools (in contrast to other districts) show very little improvement, the managers being more indifferent than elsewhere to the inducements to exertion held out by the Department. In lay schools the work progresses steadily, and the total number of successful examinees by the primary school standard has risen from 81 to 135.

103. The Deputy Inspector reports that the schools are now generally well supplied with books, and that it has not been found necessary in the past year to act on the rule whereby in badly equipped schools a portion of the results-grants may be given in the form of books.

104. The best schools are those of Maung Aung Dôk at Padigôn, Maung Kaing and Maung Tha E at Prome, Maung Myat Tu at Chaunggôn, and Maung So at Shwedaung.

General Review of Primary Education in the Irrawaddy Division.

Anglo-vernacular schools.

105. Here, again, the principal Anglo-vernacular schools have fallen off conspicuously, the greatest decrease of results being in the municipal school and the aided Sgau and Pwo Karen schools of Bassein, while minor schools, such as the Pwo-Karen school at Ma-ubin and St. Andrew's school at Thayetmyo, have made a decided advance in the primary departments.

There has been no increase in the number of English-teaching schools, the number being the same as last year, namely, nine.

Indigenous Schools.

106. *Bassein District.*—The majority of primary schools in this circle seem to have been influenced by the unsettled state of the country.

The total number of passed pupils exceeds the number passed last year by 68, but the increase is in Karen schools exclusively. Burmese schools show a

decrease of 32, which is not sufficiently accounted for by the disappearance of 27 unimportant schools from the inspection list.

107. The explanation of the contrast between the outturn of Burmese and Karen schools lies in the fact that the examination of Karen schools was completed before the commencement of the war, while that of the Burmese schools fell at the time when war was declared and school attendance was much disturbed.

The Inspector adds that, judging from the results obtained in the schools inspected under normal conditions, education is advancing as satisfactorily as ever in Burmese indigenous schools.

The Deputy Inspector of this circle, Maung Po Nwe, had on one occasion a narrow escape of his life from a band of dacoits.

108. The most successful schools are those of U Zaneinda at Kangyidaung, Maung Mu at Bassein, U Ketu at Thabaung, U Pandi at Padaukchyaung, and Maung Aung Myat at Kyunpyaw.

109. *Thôngwa District.*—Decided progress is reported in this district. The number of pupils fully passing the provincial standards has risen from 171 to 336, the largest increase reported from any circle, and the advance is fully shared by Karen schools. The staff of certificated teachers employed in Burmese schools has been increased from 11 to 24, which doubtless accounts for considerable improvement, but the general advance is attributed by the Inspector mainly to the judgment and activity of the Deputy Inspector, Maung Ba Bwa.

110. It is satisfactory to add that the pôngyis here show great interest in education, in marked contrast to their co-religionists at Prome and Thayetmyo. One pôngyi, for example, U Patalu of Danubyu, has, besides making his own school the best in the circle, encouraged and helped on the opening of new schools; others, such as U Wimala of Akyaw, U Thathana of Shangwin, and U Kuthala of Maretto, are noticed as having brought their unaided schools well into line with others which have the help of trained assistants.

111. It must be noted here that considerable difficulty has been experienced in obtaining punctual payment of the results-grants earned in the municipal towns of Yandoon, Pantanaw, and Danubyu, a difficulty which, it is hoped, will not recur, as such delays detract greatly from the good effect of the system.

112. *Henzada District.*—There has been a steady advance in both Burmese and Karen schools, the outturn of successful pupils showing an increase of 48, or 30 per cent. on that of last year. Zalun township is reported to be the most forward, and Kyangin the most backward. Of the four municipal towns Hendaza stands first and Myanaung last. Fourteen certificated teachers are at work in the circle, and the leading schools are those of Maung Pe and U Pinnya Zanta in Henzada, and U Sandima and U Nayeinda outside of municipal limits.

113. *Thayetmyo District.*—This is the most backward district in the Senior Inspector's circle, but some progress has been shown in the past year. Twenty additional schools are reported under inspection, and the results of examination show that schools are improving slowly.

The Inspector rightly observes that what this district wants is a proper supply of trained assistant masters. At present only six such teachers are employed, of whom four are in the municipal towns of Thayetmyo and Allanmyo.

114. The schools of Maung Shwe Ni at Thayetmyo and of U Mala and Maung Aung Myat at Allanmyo are noticed as the best in the circle.

The Deputy Inspector, Maung Po Kya, has been active and his tours have exposed him to considerable risk.

General Review of Primary Education in the Tenasserim Division.

115. The total number of candidates presented at the Primary School examinations was considerably smaller than last year, and there is a proportionate falling off in the total number of successful candidates; nevertheless the majority of the Anglo-vernacular schools in this division have done well and seem to have been comparatively little affected by causes which have hindered progress elsewhere.

Anglo-vernacular schools.

116. The principal aided schools in Moulmein, namely, St. Patrick's, St. Augustine's, the American Baptist Boys' School, and the Eurasian Home, have all

maintained a good position, and the aided schools in Toungoo have all made progress.

117. Among municipal schools that of Shwegyin has again done a good year's work.

In the primary departments of each of the others, namely, those of Toungoo, Tavoy, and Mergui, the outturn of successful pupils is smaller than last year.

Indigenous Schools.

118. *Moulmein Town and Amherst Districts.*—Very fair progress is reported both from the town and district, but the general standard of education is still comparatively low and only five pupils from the circle have passed the upper primary standard. In the lower standard the number of full passes rose from 8 to 41.

In the town of Moulmein the indigenous schools are as yet inferior to those of many other towns of less importance, but the appointment of five certificated teachers during the past year should do much to effect an improvement.

The leading schools are those of Maung Shwe Thaw, U Nandamala, and Maung Shwe.

119. In the municipal town of Thatôn marked progress is reported, and throughout the rural district steady progress is apparent, although the total earnings of the schools have been slightly less than last year.

120. The monastic school of U Nandiya at Kado holds its place as the most successful in the district and, among others, those of U Pinnyadipa at Mudôn and Maung Po Thu at Zatthobyin deserve special notice.

121. The district is much in need of a stronger staff of certificated teachers. Only four are at present employed outside municipal limits, a very small proportion when compared with that employed in other districts.

122. It is said that the Talaing monks and people in certain townships are beginning to take greater interest in education than formerly, and that the latter wish for trained assistants to teach their pupils the Burmese language.

123. Maung Shwe Hmôn, Deputy Inspector of Schools of this large circle, has one of the heaviest charges in the province and is reported to have done thoroughly good work during the past year. He has been twice recommended for promotion.

124. *Tavoy and Mergui Districts.*—Outside the central towns of Tavoy and Mergui the indigenous schools in this circle are widely scattered and as yet have not made any marked progress. Nevertheless some good work has been done. The total earnings of the schools have increased from Rs. 2,710 to Rs. 3,392, and the Deputy Inspector, Maung Paw Din, is commended for activity and for tact in dealing with the managers of monastic schools. There is a total increase of 11 in the number of fully passed pupils.

125. In the town of Tavoy the indigenous schools continue to be very successful, the best being the lay schools of U Mho, Ma Sin Zôn, and Maung Kya Nya.

126. In Mergui town only one school, namely, that of Maung Shwe O, shows really satisfactory results, and the staff of certificated teachers is weak.

The aided school at Palaw does credit to the manager, U Mè, and his assistant, Maung Kyaw Ho.

127. *Shwegyin District.*—The recorded results of inspection in this district show that until near the close of the year the schools were making good progress, and the number of full passes rose from 114 to 182. After the month of December the district was much disturbed by dacoits and many schools were broken up. It is to be feared that a serious check has thus been given to educational progress.

128. The best schools are those of Maung Aung Myat, U Nanda, and U Linga at Shwegyin, Maung Chet at Kyaikto, and Maung Shan Gyi at Sittang.

129. *Toungoo District.*—This district, which under ordinary circumstances is among the most backward in the Senior Inspector's circle, has suffered in the past year from the influence of the late war. The work at many schools is also said to have been interrupted by cholera. Karen schools have, nevertheless, been

more successful than last year, while Burmese schools show a decrease of nearly 20 per cent. in the number of successful candidates at the Primary School examination.

130. The Inspector rightly indicates two prominent reasons for the comparative backwardness of the district, namely, the paucity of certificated teachers and the inadequate agency of inspection. The latter defect has been recognized by Government, and financial reasons only have hindered the appointment of an additional Deputy Inspector of Schools. The increase of the staff of trained assistant masters has also to await an increase in the funds available for education in the district.

131. *Salween District.*—The condition of this district is not noticed in the Inspector's report; but Mr. Aldridge, the Officiating Inspector, submitted early in the year an interesting report of his tour in the district showing that, whenever funds are available for the introduction of the system at work in other districts, there is good promise in the existing indigenous schools that similar success will follow.

For the present the initial requirement, namely, the attachment of trained assistant masters to selected indigenous schools, cannot be met because funds for the purpose are not forthcoming.

132. The Government school at Papun has made fair progress to the lower primary standard and gives promise of development.

133. This district is now included in the charge of the newly appointed Deputy Inspector of Karen Schools for Southern Tenasserim, and the educational work will henceforth be under more regular supervision.

SECTION V.

School Education (Special).

134. No general system at present exists for the promotion of technical education in this province, but in the course of the year the Chief Commissioner desired that the scheme of technical education lately introduced in Madras should be considered with a view to the adoption here of practical measures of a similar nature.

The outline of a general plan for the encouragement of technical education was subsequently submitted to the local Government and by the Chief Commissioner's desire provision for its adoption was made in the estimate of the current year. The item Rs. 16,000 was, however, excised from the estimates on their revision, and orders have been received that the proposed plan shall be included in the revision of the grant-in-aid rules.

It may therefore be hoped that the year 1887-88 will see a commencement made in the active encouragement of technical and industrial teaching.

135. The existing provision for special instruction is limited to the Government normal schools for the training of teachers, male and female, the Government survey schools, an engineer apprentice school in connection with the State Railway, a small industrial school at Akyab, and to the system of special scholarships tenable at Calcutta and Madras for the training of students in medicine, hospital practice, and engineering.

136. A total of 16 special schools is returned with an attendance of 410 students; of these the great majority are included in the normal and survey schools.

The private efforts in this direction, which have long been made in some of the leading aided schools, have still to receive practical recognition and encouragement.

137. The number of normal schools maintained by the Department is five, the same as in the preceding year, namely, three for masters at Rangoon, Moulmein, and Akyab, and two for mistresses at Rangoon and Moulmein.

Normal schools.

In these schools 192 students were at the close of the year under training as teachers, namely, 167 as masters and 25 as mistresses.

138. The general working of the schools during the year has been satisfactory.

The total number of certificates awarded to students was 84. Comparing this outturn with that of the corresponding examinations of 1884-85 a decrease is shown of six certificates.

139. It is pleasing to note that the normal schools of Akyab and Moulmein, which have necessarily taken time to attain the position of the much older institution at Rangoon, have made decided progress in the past year.

The number of students gaining certificates from the Akyab school rose from 11 to 20 (including six who had partially passed in the previous year), and the number passed from the Moulmein school rose from 14 to 23. The outturn of the Rangoon school was 35, being 15 less than last year.

140. Of the normal classes for mistresses, that at Rangoon passed 5 compared with 11 last year, and that at Moulmein 7 compared with 4 last year.

141. Some important changes were effected during the year at each of the normal schools for masters.

At Rangoon a handsome new building in the suburb of Pazundaung was provided by the Municipality (in exchange for the building hitherto occupied by the school and which is placed at the disposal of the Municipality for their primary school).

142. At Moulmein new and substantial buildings were provided by Government for the normal school, the management of which changed hands in the course of the year. The Head Master, Mr. W. S. Sandys, resigned his appointment in August last and was succeeded by Mr. A. W. Londsdale, Head Master of the Tavoy municipal school. The practising department attached to this school was by order of the Chief Commissioner limited to lower primary classes.

143. At Akyab a fine new building was erected by the Municipality for the accommodation of normal students as well as of students of the municipal school.

Here also the practising classes were by the Chief Commissioner's order limited to the lower primary standard.

144. The working of the plan of confining the practising ground of normal students to lower primary classes has yet to be tested, but the provision of increased and improved accommodation will tend to promote the efficiency of the schools.

145. A further measure adopted during the past year promises to prove useful. The Chief Commissioner has sanctioned the adoption of a plan whereby Head Masters of normal schools are encouraged to spend some of their vacation in tours among the indigenous schools to which *ex*-students of the schools have been attached. The reports of the tours made by the Head Masters of Rangoon and Akyab are interesting, and show that both the school-managers and their trained assistants appreciate and benefit by the connection thus maintained with the normal school.

Normal classes for mistresses.

146. The two normal classes for mistresses at Rangoon and Moulmein continue to be very carefully superintended by the ladies of the American Mission, and the extent to which the services of the teachers trained under this system are appreciated shows that the hopes with which it was initiated are being fulfilled.

147. Twenty young Burmese women trained as teachers in these classes and working in various schools receive half salary from Government in accordance with standing rules, while others are employed by Municipalities and in private schools independently of Government aid.

The employers of these teachers uniformly speak well of their capacity and industry. There is an abundant field for the extension of this agency for the promotion of female education.

Capitation-grants for teachers' certificates.

148. The plan of encouraging by a system of capitation-grants the independent preparation of students for the departmental Teacher's Certificate examination has worked with increased success in the past year.

In the preceding year 28 students thus obtained teachers' certificates, of whom two were candidates from indigenous schools. In the year under report 55 students independently presented have gained teachers' certificates, of whom 16 were presented from indigenous schools.

The certificates thus gained are in accordance with the full standard of the provincial examinations and are exclusive of the special teachers' certificates awarded under less strict conditions to Karen teachers.

Employment of trained teachers.

149. It may be observed here that, whereas hitherto it has been difficult to supply the demand for trained vernacular masters, the supply has so rapidly increased of late years that the present difficulty is rather to find funds for payment of certificated masters seeking employment. There is abundant need for their services throughout the province, but both local and municipal funds are now strained to meet existing calls for educational expenditure, and our trained teachers will be more and more under pressure to establish independent schools, a course which is much to be desired and which is encouraged by the liberal aid offered under standing rules to schools so conducted.

Revision of teachers' certificate rules.

150. The revision of the rules under which teachers' certificates are granted by the department, which was noticed in the last report, has been sanctioned and adopted in the year under review.

Under the new rules, which will be found in the appendix, page xiv, the employment of pupil-teachers in schools of all grades is encouraged by the award of certificates and the offer of small grants-in-aid, while the qualifications for teachers' certificates of the higher and lower standards are higher than under the former rules, and include the condition of a fixed term of successful practical experience in teaching.

Industrial Schools.

Apprentice school, Insein.

151. The working of this useful institution under the supervision of the Locomotive Superintendent, Mr. Thomas, has been very satisfactory. Fifty-two apprentices are now entertained, of whom 26 are Europeans and Eurasians, 25 Karens and Burmese, and one Chinese.

Three European apprentices completed their term during the year and were granted certificates, two as first class apprentice mechanics and one as second class. All have been employed by the Irrawaddy Flotilla Company.

152. The Locomotive Superintendent reports that the "progress made by all the apprentices during the year has been highly satisfactory," and the report with which Mr. Thomas has favoured me shows that the system under which the apprentices are trained and their progress periodically tested is excellent.

Since the close of the year a special teacher has been appointed for the teaching of English to the Native apprentices. The school is among the most valuable of our educational institutions.

Industrial School, Akyab.

153. This adjunct of the Akyab municipal high school owes its existence to the energy of Mr. Simeon, the Head Master, who has been at great pains and considerable private expense to encourage the learning of practical industries by his pupils.

During the past year he has had 48 students attached to the industrial school learning carpentry, printing, book-binding, and clock-making.

The produce of the work done by the students has not sufficed to meet the cost of the maintenance of the school, which has entailed a personal loss to Mr. Simeon. I concur with Mr. Simeon in estimating highly the usefulness of such an adjunct to a secondary school, and I trust that, under the rules shortly to be drafted for the encouragement of industrial teaching, a way will be found to place this experimental school on a firm basis.

Itinerant science lectures.

154. Sanction was given during the year under report to a plan for the delivery by the Science Lecturer of the Rangoon College of a series of lectures at the principal aided schools in Rangoon in rotation.

A supply of special apparatus for this purpose has been ordered from England, but the plan has not yet been put into operation.

Law classes under the Educational Syndicate.

155. The establishment by the Educational Syndicate of a lectureship in law was noticed in the last report, and it was shown that the success of the lectures had up to that time been far from encouraging.

The Registrar of the Syndicate has furnished a report on the working of the class during the past year, the substance of which is that the anticipations of the lecturer have been fulfilled by the continued decline of the class until, the attendance having fallen to two in April last, the class was finally closed at the end of the official year.

The short history of this class seems to prove the correctness of the opinion expressed in the last report that the revival of an experiment which had failed under precisely similar circumstances 10 years previously was premature.

Government survey schools.

156. The number of special schools for the teaching of land surveying has been increased from five to seven by the opening of survey schools at Tharrawaddy, Toungoo, and Sandoway. The school at Henzada has been closed.

These schools are not under departmental inspection. They are conducted under the general rules published in the last report and are placed in each case under such control as the Chief Commissioner may direct, the controlling officer being usually a Superintendent of Survey.

157. The reports of the schools furnished to this office show that in nearly every case the teachers are well qualified and the classes fairly attended. (In some cases no report has been made by the Superintendent.) Nevertheless the results of the public examinations held by the Educational Syndicate in the past year have been conspicuously meagre. The total number of students who have fully passed the test is 20, being rather less than half the number who passed in the preceding year, and of these three were private students, the seven survey schools furnishing together only 17 successful candidates. The Pegu school took the first place, passing five candidates. The schools at Bassein and Tharrawaddy each passed three.

158. The total attendance at the schools is 112, but it must be remembered that three of the schools are very lately established. The attendance at the Rangoon class was much disturbed by the war.

159. The poverty of the results of examination have caused surprise to some of the Superintendents of the schools, who attach no blame to the teachers and express confidence in the capacity of the students, and it seems probable that the failure is in some degree to be attributed to the nature of the written portion of the examination and to the form in which the questions were rendered in the vernacular. The careful attention of the Educational Syndicate has been given to the subject.

160. The general impression to be gathered from the reports is that the schools are being worked with fair efficiency and promise to do much to meet the want which led to their establishment. In two districts it is suggested that the attachment to the survey school of a preparatory class for instruction in arithmetic would be very useful, and such a measure would certainly help to recruit the classes more rapidly.

Medical and engineering scholarships.

161. Under the liberal scheme of special Government scholarships, which has been noticed in former reports, 18 students are under training at Calcutta and Madras for service in the Medical Department, namely, seven at Calcutta training for the grade of Assistant Surgeon, and 11 at Madras under training as Hospital Assistants.

At the Engineering College at Calcutta six students from the province are under training for service in the Public Works Department.

162. At the commencement of the scheme there was difficulty in finding candidates fully qualified for admission to the Medical and Engineering Colleges, and the latest reports received from the Principals show that while the conduct and diligence of the students has been generally exemplary, it is probable that the scholars first selected will not be fully qualified by the University standard at the end of the course.

A minority will, probably, be thus qualified, while all alike will have gained a training which may render them useful public servants.

The scholars appointed in recent years have been fully qualified for admission and should have no difficulty in passing the examinations of the University.

Medical education of women.

163. The subject of the training of nurses and of the formation of classes for the medical instruction of women has been taken up during the year by the newly formed Committee of the Countess of Dufferin's Fund, but as yet no practical measures have been adopted in this direction.

SECTION VI.

Female Education.

164. The statistics of the year show that the progress of female education has been steady and uniform. There is an increase of 67 in the number of schools attended by girls (a majority of these institutions being mixed schools) and of 2,051 in the number of girls under instruction, and this increase, principally in the indigenous mixed schools, is shared by all four divisions of the province.

165. The results of examination also indicate decided progress. The number of girls who passed by the provincial primary school standard during the year is 491 compared with 386 last year. By the middle school standard the number of girls fully passed rose from 34 to 51, and finally the year has been marked by the first success of pupils of girls' schools at the University Entrance examination, three candidates from the Rangoon Convent having passed at the last Entrance examination of the Calcutta University.

166. The following summary shows the distribution of the schools and the attendance in the several divisions of the province:—

Statistics of Schools attended by Girls on the 31st March 1886.

Division.	District.	PUBLIC INSTITUTIONS.						TOTAL.	
		Under public management.		UNDER PRIVATE MANAGEMENT.					
				Missionary, &c.		*Indigenous.*			
		Number of schools.	Number of girls.	Number of schools.	Number of girls.	Number of schools.	Number of girls.	Number of schools.	Number of girls.
Arakan ...	Akyab ...	2	108	1	31	20	208	23	247
	Northern Arakan	...	...	...	...	...	...	...	...
	Kyaukpyu ...	1	7	...	...	22	65	23	72
	Sandoway ...	1	3	1	5	10	81	12	89
	Total ...	4	118	2	36	52	354	58	508
Pegu ...	Rangoon Town ...	2	68	13	864	47	1,294	62	2,226
	Hanthawaddy ...	...	...	...	...	75	884	75	884
	Pegu ...	...	...	...	...	90	1,351	90	1,351
	Tharrawaddy ..	2	27	2	84	79(*a*)	869(*a*)	83	980
	Prome ...	1	53	2	41	62	650	65	744
	Total ...	5	148	17	989	353	5,048	375	6,185
Irrawaddy ...	Thôngwa ...	1	20	1	24	103	933	105	977
	Bassein ...	3	118	4	84	114	1,615	121	1,817
	Henzada ...	1	49	1	1	75	876	77	926
	Thayetmyo ...	...	...	1	29	34	437	35	466
	Total ...	5	187	7	138	326	3,861	338	4,186
Tenasserim ...	Moulmein Town	1	10	7	301	22	557	30	868
	Amherst ...	3	79	...	...	41	422	44	501
	Tavoy ...	...	...	1	35	23	381	24	416
	Mergui ...	1	70	...	...	15	178	16	248
	Shwegyin ...	1	3	1	23	49	788	51	814
	Toungoo ...	...	...	5	144	119(*b*)	1,218(*b*)	124	1,362
	Salween ...	...	...	...	...	...	...	...	...
	Total ...	6	162	14	503	269	3,539	289	4,204
	Total 1885-86 ...	20	615	40	1,666	1,000	12,802	1,060	15,083
	Total 1884-85 ...	18	337	36	1,582	989	11,113	993	13,032
In 1885-86 ...	Increase ...	2	278	4	84	61	1,689	67	2,051
	Decrease ...	...	...	...	...	...	...	...	...

(*a*) includes Pôngyi U Shwe No's monastic school, Mengyi, Tharrawaddy district, with nine girls.
(*b*) includes Pôngyi U Gandama's monastic school, Óktwin, Toungoo district, with 20 girls.

167. In indigenous schools the inducement of exceptionally high results-grants has, no doubt, contributed to a large increase of attendance as well as to the establishment of new mixed schools.

Female departments of monastic schools.

168. One remarkable feature of the year's report is the maintenance in two monastic schools of a department for the teaching of girls. The schools are those of Pôngyi U Shwe No in Mengyi, Tharrawaddy district, and Pôngyi U Gandama in Ôktwin, Toungoo district.

If so good an example should be at all generally followed, the greatest barrier to the extension of female education in the province would have been removed.

Municipal girls' schools.

169. The active interest taken in the subject by Municipal Committees is a promising sign of the times. In a large number of municipal towns special measures have already been taken, with every promise of success, for the encouragement of female education either by the opening of independent girls' schools, or by the attachment of mistresses to existing schools for boys. Thus two girls' schools have been opened in the town of Akyab (where success was less to be expected than in other districts) and, thanks to the personal care and energy of Native members of the Municipal Committee, have already become very popular.

170. Two similar schools are at work in Bassein, an excellent girls' school under two mistresses trained in the Kemmendine normal school has been established at Mergui, and a girls' school has been established at Lemyethna. The municipal girls' schools at Rangoon, Henzada, Shwedaung, and Yandoon have been noticed in former reports, and girls are now in attendance at the municipal schools of Ramree, Sandoway, Shwegyin, Thônzè, Gyobingauk, and Thatôn, as well as at the Government primary schools of Amherst and Chyaungzôn.

Extended employment of trained mistresses.

171. The normal classes for mistresses attached to the American mission schools at Rangoon and Moulmein are doing excellent service in preparing qualified female teachers for Burmese schools, and one of the most pleasing features of the year's work is the extended employment of the teachers thus trained.

A short notice may be added of the state of female education in each division.

172. *Arakan Division.*—This division, with a large Mahomedan element in the population, is the most backward in the matter of female education, and in rural townships little has yet been effected. The Municipal Committee of Akyab has now set a good example which, it may be hoped, will be followed by other municipal and rural boards. Meantime the statistics of the year show general progress throughout the division. The number of schools attended by girls has increased from 43 to 58, the attendance of girls from 288 to 508, and the number of girls fully passing the provincial standards from two to 10.

The aided girls' school at Akyab continues to fill a useful place in providing a good elementary education for the European population.

173. *Pegu Division.*—As before reported, provision for the elementary education of girls in this division is fairly extended and the reports of the past year show an advance under every head. Schools attended by girls have increased in number from 365 to 375 and attendance from 5,366 to 6,185, while 225 girls have fully passed at the public examinations compared with 195 last year.

174. The secondary schools for girls, which are to be found almost exclusively in Rangoon, have shared with the boys' schools in the interruption caused by the war, but the total results of examination are slightly larger than last year, 28 girls having passed the provincial Middle School examination compared with 24 last year.

The principal schools have been individually noticed in former paragraphs.

175. *Irrawaddy Division.*—Indigenous mixed schools are fairly numerous and well attended in every district, and there is a considerable increase of both schools and female scholars in the past year, as well as a fair advance in the results of examination. Three hundred and twenty-six indigenous schools are returned with an attendance of 3,861 girls as against 307 schools with 3,771 girls last year. Fully passed girls number 161 compared with 101 in 1884-85.

The progress of the few non-indigenous girls' schools has not been remarkable.

176. *Tenasserim Division.*—Here, again, every district has a fair sprinkling of indigenous schools attended by girls, while Moulmein and other central towns are also otherwise well provided with girls' schools of the several grades.

The general progress of the year in this division has been good.

Indigenous mixed schools under inspection have increased in number from 278 to 289 and the attendance of girls from 3,607 to 4,204. At the provincial examination 146 girls passed fully against 119 last year.

Non-indigenous schools have also done well.

177. The number of girls who passed the provincial Middle School examination increased from 8 to 22, and those who passed the primary school standards from 111 to 124.

Among the leading schools in Moulmein, the Convent and the Morton Lane school both maintain a good position.

SECTION VII.

Education of Special Classes.

178. *(a) Europeans and Eurasians.*—The special measures adopted in 1882 to encourage and facilitate the education of children of European parentage and their employment in industries of various kinds continue to operate successfully. Under these arrangements liberal provision is made annually for the education of European orphans and for children of poor European families. School managers have every inducement to encourage the attendance of such children, and to a fair proportion of European youths special aid is given to facilitate their apprenticeship to useful industries.

179. The number of European pupils in schools has risen in the past year from 1,438 to 1,590, and it is unlikely that there is now any considerable number of such children in the province who are not attending school.

There is no doubt that the liberal special aid thus given by Government has had the desired effect of bringing under regular instruction large numbers of children of this class who would otherwise have grown up in comparative neglect.

180. The Inspector's report of the progress at school of the holders of European stipends shows that of 228 children for whom such stipends have been awarded since 1882-83, eight have passed fully the middle school standard, 33 the upper primary, and 46 the lower primary. Sixty-one others have passed the several standards in two or more subjects.

181. Of the holders of European apprentice stipends five have completed their term of apprenticeship, and the special reports regarding them which have been obtained from their employers are on the whole extremely favourable.

One employer writes of two apprentices: "The progress they have made in "learning their trade has been as good as can be expected. Both are well "behaved and are likely in time to be fair workmen." Another writes that he has every reason to be satisfied with the conduct of the apprentice he employs. "He has proved himself a very steady and industrious youth. He has passed "with credit through a course of instruction at the workshop and foundry, where "he has acquired a fair knowledge of general mechanical engineering work. He "is now being instructed in mill work in which he appears to take a very intelli- "gent interest, and I have no doubt he will turn out a very good workman and that "he will always be able to make a respectable living for himself. I consider "that the State aid bestowed upon him has been well deserved and, therefore, well "applied."

182. Of the remaining two employed by the Irrawaddy Flotilla Company it is said that both have attained a very fair knowledge of their work. In one case only has misconduct been reported. Of the stipend-holders now at work in the Dala dockyard it is reported that some are doing very well, indeed, and nearly all fairly well.

183. *(b) Mahomedans.*—No special report has been received regarding the education of Mahomedans.

The present aspect of this question was fully set forth in the last report.

In the large towns of the province where a great part of the Mahomedan population is concentrated the Anglo-vernacular schools, secondary and primary, are fairly attended by Mahomedan boys.

The returns of the past year show an increase in the number of Mahomedan boys attending public schools from 554 to 676. Of these 454 are in secondary schools and 201 in primary schools.

184. The elementary Mahomedan schools which are to be found in certain rural districts, notably in Arakan, and scattered also through many of the larger towns, are still untouched by our educational system, and will not be incorporated with it until their inspection and supervision can be entrusted to a Mahomedan inspecting officer. It may be hoped that this desirable measure, already provisionally sanctioned by the local Government, will be adopted at an early date.

185. *(c) Native Chiefs and other Special Classes.*—Under this head the only operations to be noticed are the working of the educational mission to the Chins in the Henzada and Sandoway districts, which was noticed in the last report.

For the conduct of this mission small special grants are made by Government independently of standing rules, the distribution of the grant being entrusted to the discretion of the missionaries.

186. The reports show that in the Henzada district four Chin schools have been maintained in addition to the Chin department of the Karen mission school at Henzada.

The total attendance amounted to 79 Chins, and Mrs. Thomas, the Superintendent, considers that fair progress has been made; but she adds that there is difficulty in persuading teachers to remain in the unhealthy jungles, which are the retreat of the Chin tribes.

187. At Sandoway one school only was maintained. The school was in session for four months and had a registered attendance of 35 pupils with an average daily attendance of 28 for the four months. Twenty-seven of the pupils were Chins, five of the number being girls, and the Superintendent reports that the experiment has been more successful than he had dared to hope, and that, considering that instruction was given in Burmese, a good degree of progress has been made.

188. In the past year additional special grants have been offered to these schools conditional in each case on a minimum limit of attendance and a minimum period of session. The effect of this offer has yet to be seen.

SECTION VIII.

Private Schools.

189. The reports of the Inspectors of Schools show a decrease in the number of schools classed as private (that is, schools not conforming to the departmental system) from 470 to 208.

The decrease is almost exclusively in the two districts of Prome and Amherst, and is not explained in either case.

190. The schools returned under this head are, it is said, for the most part monastic schools attended only by a handful of children in personal attendance on the monk, or elementary Mahomedan schools.

They include also a few monastic schools in Thayetmyo which still hold aloof from Government inspection.

But the inspection reports do not furnish sufficiently detailed information regarding the schools thus returned, and in the absence of clearer information the statistics of private schools cannot be accepted as thoroughly reliable.

SECTION IX.

Preparation and Distribution of Text-books and other Educational Literature.

Text-book Committee.

191. The editorial staff at the disposal of this Committee has been working during the past year at a great disadvantage, the services of the Editor, Mr. A. B. Savage, having been required for the temporary charge of the Rangoon normal school.

The office is one for which exceptional qualifications are necessary and it was not found possible to supply the place of the Editor.

192. An appeal made to the richer Municipal Committees for contributions of funds to enable the Committee to strengthen the editorial staff were unsuccessful, only one Committee, that of Henzada, being able to contribute.

193. Mr. Savage retained the general supervision of the Editor's office in addition to his other duties, but it has been impossible that the work of preparing text-books should, under the circumstances, be prosecuted with satisfactory despatch. Nevertheless a considerable amount of useful work has been done during the year.

194. The revision of one of the greater zats, the *Temi Vatthu*, was carried out in compliance with the desire of certain eminent pôngyis, who had expressed approval of the similar revision of the *Janaka Jataka Vatthu*. A Burmese grammar suitable for middle schools was revised and prepared for publication; a map of the world in hemispheres with Burmese lettering was prepared for publication; lists of geographical names were transliterated, as also lists of names for a Burmese translation of Miss Thompson's History of England, prepared under the supervision of a member of the American Mission.

195. The second of the sanctioned series of Burmese readers for school use was completed and published. Other work was also done by the editorial staff, such as the translation of excerpts of the Departmental Annual Report for distribution to indigenous schools, and the revision of a vernacular edition of the Departmental Handbook. Lastly, 36 works of various kinds, submitted for approval, were reviewed by the Committee.

196. The Editor reports that his Native subordinates are excellent Burmese scholars and gave great satisfaction during the year.

197. There is still abundant work to occupy the Committee before our schools are fully supplied with suitable text-books, and some additional expenditure on the strengthening of the editorial staff would be in accordance with sound economy.

Government Book Depôt.

198. The business of the Government Book Depôt has been largely curtailed, partly by the transfer to private hands of the stock of English books and school materials, and partly by the general depression of trade caused by the unsettled state of the country.

199. The Curator observes that, under present circumstances, the depôt is virtually reduced to the position of a reserve store, the retail business being carried on mainly by the Mission Press, to which all English stock has been transferred and which also retails the vernacular publications of the Book Depôt.

This is to a great extent true, but so long as Deputy Inspectors of Schools draw their supplies of vernacular books from the depôt the mass of vernacular schools continue to be dependent upon this agency, and in the ultimate transfer of the business to private enterprize care must be taken that existing facilities for the circulation of books in rural districts are not diminished.

200. The return of sales for the past year at the depôt and agencies show a net decrease under all heads except one, namely, the award of books as results-grants to indigenous schools.

The sale of vernacular educational books fell from Rs. 20,782 to Rs. 13,656, and there was a similar decrease in the sale of law publications.

It is, however, noticeable and matter for satisfaction that increased sales of school books are reported at rural agencies in districts where education has hitherto been exceptionally backward; for example, in the Kyaukpyu-Sandoway circle, the Tavoy-Mergui circle, the Akyab district, and the Hanthawaddy district.

The Karen Deputy Inspector in the Irrawaddy division has largely increased the sale of books, and a slight increase is reported from Shwegyin and Tharrawaddy.

The Deputy Inspectors in charge of these agencies have well discharged an important branch of their duties.

201. At the central depôt at Rangoon retail sales decreased by Rs. 4,865, namely, from Rs. 9,630 to Rs. 4,765. This is, of course, largely due to the transfer

of business to the Mission Press, but the Curator reports that the sales of vernacular books at that press have also considerably decreased, and that the falling off must be attributed mainly to the disturbed state of the country and the consequent scarcity of money,

202. The expenditure of the Book Depôt for the past year has been proportionally reduced under every head. The total expenditure, including establishment, purchase, and publication of school books, publication of Acts and law books, commission and taxes, amounted to Rs. 14,671 compared with Rs. 33,958, in 1884-85, a reduction of Rs. 19,287.

203. The report of the Comptroller on the audit of the depôt allotments was generally satisfactory, but some changes of system have been recommended and sanctioned.

The periodical returns have not been very punctually submitted, but Mr. P. H. Ripley, the Curator, deserves credit for careful management of a very responsible charge.

Young Men's Institute.

204. This institution, besides furnishing subscribers with a reading-room and library, has been able for the past two years to provide for a series of public lectures, which have been generally well attended. The financial position of the institution is said to be still unsatisfactory, but the accounts show that the institution is solvent, that the number of subscribers has increased, and that the income of the institution has been usefully and economically administered.

205. The annual grant-in-aid has been renewed for the current year, but the managers have been warned that a continuance of this aid is not to be anticipated. It is expected that henceforth the institution will be in a position to rely upon its own resources.

SECTION X.

Recommendations of the Education Commission of 1883.

206. By desire of the Government of India this additional section is opened to show the extent to which the recommendations of the late Education Commission have been adopted in this province.

In illustration of this subject I cannot do better than append a verbatim copy of the special report submitted to the local Government in December last.

207. The report, which will be found in the Appendix, page IV, shows that while Burma was specially excluded from the scope of the Commission's enquiries, the most important of the recommendations made by the Commission have been anticipated in this province; also that, so far as the funds available for education and the exceptional circumstances of the province will allow, care is being taken to carry out the policy recommended by the Commission and approved by the Government of India.

Rangoon:
The 16th August 1886.

P. HORDERN,
Director of Public Instruction.

APPENDICES.

APPENDIX A.

NOTE ON THE GENERAL SYSTEM OF EDUCATION IN FORCE IN BRITISH BURMA.

[Prepared for the Indian and Colonial Exhibition.]

(Referred to in paragraph 3 of the Report.)

Indigenous foundation on which the system rests.

The system of public education in force in British Burma has for its foundation an institution indigenous to the country and of great antiquity.

This is the elementary school for boys attached to the Buddhist monastery. Throughout the province every town and every village has its monastery or cluster of monasteries, and every monastery is also a school where boys are taught to read and write the Burmese language.

Side by side with the monastic school is the indigenous house-school, similar in character, but open to girls as well as boys, and conducted (for the most part in towns) by lay teachers as a work of religious merit.

Native primary schools.

It is to the encouragement and improvement of these native institutions that the efforts of Government are mainly directed for the diffusion of elementary education in the vernacular language.

In the current year (1885) 4,905 such schools were under inspection with a total of 127,969 pupils. Under a system of payment for results supplemented by a scheme of public scholarships and annual prizes, these schools are encouraged to conform, and do generally conform, to the standard of teaching prescribed by the Government for primary schools.

To a limited number of such schools in every district a special additional stimulus is given by the attachment to the school of a native assistant master trained in a Government training school and paid from public funds. The services of these trained assistants are eagerly sought, and the schools to which they are attached rapidly rise to a state of efficiency and serve as models to the surrounding indigenous schools.

Upwards of 200 trained Burmese assistants are now thus employed.

Inspection of indigenous schools.

The indigenous schools in each district are placed under the inspection of a native inspecting officer, who examines the pupils under prescribed standards, disburses results-grants in cash on the spot once a year, distributes and sells vernacular books published by the Education Department, and selects pupils for training in the normal schools. A staff of 17 Deputy Inspectors of Schools are thus employed under the order of two English Inspectors of Schools, who are responsible for school inspection throughout the province to the Director of Public Instruction.

English primary schools.

Primary instruction is also largely diffused in towns in English and Anglo-vernacular schools maintained by Municipal Committees or by missionary societies aided by Government grants-in-aid.

Forty-one schools of this nature with an attendance of 2,542 scholars are now under inspection, making a total of nearly 5,000 schools in the province for primary education with an attendance of upwards of 130,000 pupils.

Grant-in-aid Rules.

The grant-in-aid rules, under which schools other than the indigenous native schools receive aid from public funds, are, like the rules for indigenous schools, based on the system of payment for results, the grants being made partly for specific results of examination and partly for attendance.

Secondary education.

Secondary education, in which is included the pupil's course from the time of leaving the primary school till his entrance to the university, is provided in middle schools and high schools. These are for the most part English or Anglo-vernacular schools, and are maintained in the principal towns of the province either by Municipalities or by missionary or other private agency aided by Government grants.

An Anglo-vernacular 'middle' school is maintained at the headquarter town of nearly every district, and such schools are numerous in Rangoon and other large centres of population.

These schools are, with hardly an exception, under Government inspection and conform to standards of instruction prescribed by the Education Department.

The last education report of the province showed 50 secondary schools under inspection with an attendance of 6,532 pupils.

The schools are nearly all under European or American superintendence, and the Head Master is usually a European or Eurasian. The subordinate teaching staff is largely composed of natives of the province. The most prominent of the indigenous schools are now working to the prescribed standard of secondary schools, and 14 such schools have been formally graded as "middle vernacular schools."

University education.

There is at present only one college in the province, which is maintained by Government at Rangoon. The college is affiliated to the Calcutta University and teaches to the B.A. standard.

There is an attendance of 18 students, all of whom have passed the matriculation examination and are reading for the higher examinations of the University.

Special schools.

Under the head of schools for special instruction the province is provided with three normal or training schools for schoolmasters and two for mistresses.

These institutions are all maintained by Government and furnish teachers for employment as assistants in indigenous schools or as independent teachers. In March of the current year 202 students were under training as masters and 29 as mistresses.

Periodical examinations of the students are held and certificates of qualification are awarded to successful candidates.

Special schools are also maintained by Government for the teaching of land surveying with the special object of training a succession of qualified native collectors of revenue.

Five such schools are in operation with a total attendance of 110 students.

A school of mechanical engineering is conducted in connection with the State Railway and a school of law in connection with the Rangoon College, while for the promotion of the teaching of medicine and of engineering special scholarships are awarded yearly by Government tenable at the Medical and Engineering Colleges of Calcutta.

Female education.

Female education is much more backward than male education, not owing to the causes which operate in India, but chiefly because the majority of native schools are in the hands of a celibate order of monks to whose schools girls are not admitted.

To the house-schools mentioned above girls are freely admitted, and a large proportion of Burmese women can read and write.

The Government is aiming at the special encouragement of these mixed schools and of girls' schools by the maintenance of the training schools for Burmese school-mistresses, which have already been mentioned, by the offer of special grants for every teacher's certificate gained by a school-mistress and of half-salary for certificated mistresses employed in private schools.

Further special encouragement is given to female education by the offer of results-grants for girls at rates 50 per cent. higher than for boys.

In addition to the indigenous mixed schools a considerable number of girls' schools are maintainad by religious societies and by Municipalities both for native and European children.

The convents of Rangoon, Moulmein, and other large towns furnish an excellent English education for Europeans, and efficient schools for native girls are conducted by the several missionary societies.

The total number of schools receiving female pupils in the current year is returned as 993, with an attendance of 13,032 girls.

Education of Europeans and of other special classes of the population.

It must be added that, outside of, and in addition to, the regular system of State aid offered to all schools alike, special and exceptional aid is given under special rules for the education of children of European descent.

For European children double rates of grant-in-aid are payable, and a system of public stipends, allotted yearly by local boards, provides liberally for poor or destitute European children throughout the province.

One thousand four hundred and thirty-eight European children attend schools under inspection, and 156 such children are in receipt of public stipends.

The total European population of the province is estimated at 11,860. Exceptional aid is also extended by Government to the Karens and other scattered tribes indigenous to the country.

Summary of schools and scholars.

To sum up the statistics of schools and scholars, the returns furnished for the last annual report show a grand total of 5,480 schools in the province of which 5,010 are under Government inspection.

The total attendance of pupils is returned as 142,999, of whom 129,796 are boys and 13,203 girls.

System of public scholarships.

The schools noticed in the preceding paragraphs are linked together by a chain of public scholarships by which a pupil of ability may be encouraged and helped to proceed from the lower primary school to the degree of Bachelor of Arts.

The scholarships are graded under a uniform system for the province and are paid partly by Government, partly by Municipal Committees.

Annual provincial examinations.

Finally, the progress of all schools is tested from year to year by a system of public provincial examinations under defined standards.

The examination of primary schools is conducted *in situ* by Inspectors and Deputy Inspectors of Schools, that of secondary schools at fixed centres by a standing committee called the Educational Syndicate, a body composed of official and non-official persons interested in education, to which are entrusted the conduct of all provincial examinations,

including competitive examinations for the Subordinate Civil Service, for the office of revenue collector, and for teachers' certificates.

The Syndicate further advises the local Government on educational subjects of large and general importance.

A concise view of the existing provision for education in the province may be gained from the tabular abstract* appended to this note, which is taken from the annual Education Report of the province for 1884-85.

Tabular summary of educational statistics.

Summary of expenditure on public instruction.

It may be useful to note briefly, in conclusion, the manner in which the cost of education is defrayed.

The total expenditure on public instruction for 1884-85 was £80,848.† Of this sum £26,575 was paid from provincial revenues, £25,316 from municipal funds, £7,614 from local funds, £8,614 from school fees, and £12,730 from private sources, principally from the funds of Christian missions.

APPENDIX B.

REPORT ON THE RECOMMENDATIONS OF THE INDIAN EDUCATION COMMISSION OF 1883.

(Referred to in paragraph 207 of the Report.)

In compliance with the orders contained in your endorsement No. 474-16E., dated the 19th ultimo, I have the honour to submit a report as to the steps which have been taken in this province to give effect to the orders issued by the Government of India on the report of the Education Commission.

2. As the Government of India has lately observed, the province of British Burma was specially excluded from the scope of the Commission's enquiries and recommendations, and all that is desired is that the recommendation of the Commission, as accepted by the supreme Government, shall be adopted so far as the exceptional circumstances of the province may admit.

3. The Chief Commissioner is further aware that in a very large number of cases, notably in the matter of the treatment of indigenous schools, the recommendations of the Commission have been anticipated in this province, while in numerous other cases, although the Commission's recommendations are recognized as sound, their early adoption in this province is prevented either by want of funds or by reason of the comparatively early stage of the educational history of the province, which renders their immediate adoption premature.

Thus such action as has been taken in the direction of the recommendations of the Commission has been for the most part only a development of existing practice, and while those recommendations, as confirmed by the Government, have been continually kept in view, the embodiment of their provisions in the provincial system has not involved the taking of any entirely new departure.

4. The following résumé, arranged under the heads of the Report of the Education Commission, shows the extent to which the recommendations of the Commission have been either anticipated or adopted in British Burma:—

(i).—Indigenous Schools.

It has already been reported that the recommendations of the Education Commission under this head amount to a recapitulation of the measures actually in operation in British Burma.

The system of dealing with these institutions is precisely that recommended by the Commission, and it is working with marked success.

No new measures have been introduced under this head in consequence of the report of the Commission, because the wishes of the Government of India in the matter have been already anticipated.

(ii).—Primary Education.

In this case also the recommendations of the Commission, as confirmed by the Government of India, involve no departure from existing practice in this province, excepting where such departure has been deprecated by the Chief Commissioner and not insisted upon by the supreme Government.

The measures which they involve supplementary to those already in force appear to be the following:—

(1) Recommendation 12, regarding the encouragement of native games, gymnastics, school drill, and other similar exercises.

* Education, General Table I. | † At 2s. for the rupee.

(2) Recommendation 16. That among first charges on provincial funds for primary education the cost of inspection should be included.
(3) Recommendation 22, regarding the encouragement of night-schools.
(4) Recommendations 31, 32, regarding educational administration by local Boards.

Of these four, the first three do not seem for call for immediate action in this province.

In the present state of the funds available for education any special encouragement of physical training by the offer of prizes or rewards could hardly be recommended; and meantime the majority of schools other than indigenous are already provided with the means of physical training, while in a minority regular instruction is given in drill.

The cost of inspection has been unavoidably transferred from provincial to local funds.

Night-schools would be no less eligible than day-schools for aid under standing rules, but no such schools are at present under inspection, and it does not seem necessary that such schools should be established by Government agency.

The status of local self-government boards (here called rural boards) in the matter of education has been defined as that of Educational Councils, entrusted with the control of such funds as can be placed at their disposal.

These boards have been very lately established, and no school fund has, so far as I am aware, been yet formed in any township, but the formation of school funds has been prescribed for Municipal Committees, and the example will, doubtless, be followed by townships as soon as the boards are in full working order.

(iii).—Secondary Education.

The most important recommendation on this subject is, I think, that regarding the bifurcation in the course of instruction in secondary schools.

No steps have yet been taken to carry out this recommendation the adoption of which would depend upon the action of the Educational Syndicate, but its early adoption seems to me desirable. The adoption of recommendation No. 6, regarding the institution of an examination in the principles and practice of teaching for teachers in secondary schools, success in which should be a condition of permanent employment in any secondary school, Government or aided, must await the issue of orders by the local Government.

In the case of masterships in Government and municipal schools preference is given to teachers holding departmental certificates, but the recommendation goes much further than this.

Recommendation No. 18, that at departmental examinations examiners, whether officials or non-officials, be remunerated from fees levied from candidates, deserves the early attention of the Educational Syndicate. No action has yet been taken towards its adoption.

The remaining recommendations, so far as they apply to this province at all, have already been anticipated, with the exceptions authorized by the Government of India, and with the exception of the attachment of a library to *all* high schools.

(iv).—Collegiate Education.

The recommendations appended to Chapter VI of the Report of the Commission are hardly yet applicable to this province, where only one college is at present at work, and our one college is at once in its infancy, and in a state of transition in regard to its management and organization.

Such of the recommendations as are applicable and have been approved by the Government will properly receive the consideration of the Educational Syndicate on the re-organization of the Rangoon College under their management.

(v).—Internal Administration of the Education Department.

Many of the recommendations in this section of the report are already anticipated. Others, approved by the Government, are either premature or cannot be adopted for want of funds.

Thus the appointment of an Inspectress of girls' schools hardly seems to be yet required; normal schools for teachers in secondary schools do not exist, nor are regulations necessary regarding the higher graded educational service.

Again, the questions of increasing the inspecting staff, of re-considering the remuneration of subordinate inspecting officers, of forming a provincial educational library and museum, are such as are necessarily deferred at a time of exceptional financial depression.

Two of the measures recommended in this chapter have had full consideration, namely, the holding of periodical conferences for the discussion of educational matters, and the limitation of the functions of the Government Book Depôt. The latter measure has been carried out by the transfer to private agency of the business of supplying all school books and materials other than vernacular publications.

For the carrying out of the former detailed proposals have been submitted to the local Government, but their adoption has been deferred for want of funds.

The adoption of recommendation No. 14, that the detailed examination of scholars in primary schools be chiefly entrusted to Deputy Inspectors and their assistants, would be a great boon to the province, but is hardly feasible at present as regards primary schools aided under the grant-in-aid rules. For the testing of these schools under the rules our Deputy Inspectors are, as a rule, not fully qualified, while their hands are abundantly full with the work in indigenous schools.

Recommendation No. 14, that a code be prepared for the guidance of inspecting officers, has still to be carried out.

The several recommendations regarding Text-book Committees have already had attention, excepting that, for reasons set forth in my memorandum of the 27th March 1884, no regular system of correspondence with the Text-book Committees of other provinces has been established. From only one other province has any communication been received regarding the working of the Text-book Committee, but the annual education reports of the several provinces, containing a record of the work of the Text-book Committee during the year, are regularly interchanged.

(vi).—External Relations of the Education Department.

There is nothing in the recommendations with which this chapter of the report closes so far as these have the approval of the local and supreme Governments, which has necessitated, or which seems to call for, special action.

The general principles laid down by the Commission in this chapter are already recognized and acted upon in this province, and their continued recognition is ensured by standing rules without the need of new regulations.

The main principle underlying all the recommendations on this subject is that, wherever it may be consistent with the provision of efficient instruction, the grant-in-aid system should be preferred to the maintenance of Government institutions; and that, with the same proviso, all possible latitude should be allowed to school-managers and local bodies in the management of municipal and aided schools.

These principles are fully recognized in this province, and the only recommendation on which it might be desirable to base specific regulations is No. 27, that in order to evoke and stimulate local co-operation in the transfer to private management of Government institutions for collegiate or secondary instruction aid at specially liberal rates be offered for a term of years wherever necessary to local bodies. But even on this subject it seems premature to issue any general invitation to local bodies to take upon themselves the conduct of existing Government or municipal secondary schools.

(vii).—Education of Classes requiring Special Treatment.

Of the four special classes here enumerated two only (as has been before observed) require consideration in this province, namely, Mahomedans and aboriginal tribes.

The recommendations of the Commission in regard to Mahomedan education have received full consideration by a special committee of Mahomedan gentlemen convened in Rangoon in September 1884.

The result was noted in the Annual Education Report for 1884-85. The final orders in the case were to the effect that, excepting in Arakan, no exceptional measures were required for the education of Mahomedans.

The appointment of a Mahomedan Deputy Inspector of Schools has been conditionally sanctioned for Arakan, but the condition, namely, the co-operation of the Akyab Municipal and District Committees, has not yet been fulfilled.

Until this measure is adopted the Department is not in a position to exert any material influence on the existing Mahomedan schools, although Hindustani and Bengali have been included among the languages for a knowledge of which results-grants are offered.

As regards aboriginal tribes the recommendations of the Education Commission have been anticipated, with the exception of the conditional recommendation No. 2, the adoption of which (for reasons set forth in my previous note) does not seem to be necessary, the recommendation, namely, that "if necessary" extra allowances be given for boys of aboriginal tribes taught in ordinary schools.

The system already in force for the promotion of education among the Karens and Chins is identical with that recommended by the Commission. No new measures are, therefore, required under this head.

(viii).—Female Education.

Of the recommendations appended to this chapter a large number of the most important have been anticipated.

Thus all girls' schools are eligible for aid so far as they produce secular results; exceptionally high rates of grant are payable for girls, and the ordinary standards of instruction are modified in their interest; special provision exists for girls' scholarships; stipendiary pupil-teacherships are encouraged; the institution of normal classes is working successfully; a bonus is given for the passing of normal students; the Teacher's Certificate examination is open to candidates wherever prepared; teachers in ordinary

schools are encouraged to prepare pupils for the Teacher's Certificate examination; and aid is offered to associations for the promotion of female education.

Two other important recommendations, No. 5 and No. 26, relating to the modification of existing standards of instruction, might be usefully considered by the Educational Syndicate, but have not yet had special attention.

Of the rest, the adoption of those which are in any way suitable depends upon the provision of additional funds for education. I refer to recommendations Nos. 9, 13, 21, and 25, which deal with the offer of liberal special aid to Anglo-venacular girls' schools, and to infant schools for girls; with the offer of special inducement to the wives or widows of schoolmasters to undergo training as teachers; and with the establishment of female inspecting agency.

Unless specially authorized to do so, I should contravene standing orders were I at present to propose additional expenditure for these objects.

(ix).—Educational Legislation.

The acceptance or otherwise of the recommendations of the Commission under this head has been left to the discretion of each local Government. In this province the only action hitherto taken in the matter is the embodiment in the Municipal Act of regulations for the formation and administration by each Municipal Committee of a school fund. An extract from the Act is appended to this letter.

5. To sum up the substance of the foregoing paragraphs.

Since the report of the Commission was issued the following steps have been taken:—

(1) the formation of a school fund by each Municipality has been prescribed by law;

(2) the establishment of rural boards, with a voice in the educational administration of townships, has been partially carried out;

(3) a scheme for the holding of periodical conferences on educational matters has been submitted to Government;

(4) the functions of the Government Book Depôt have been greatly restricted;

(5) the educational wants of Mahomedans have been fully considered.

Of the approved recommendations which have not been adopted, those affecting the provincial standards of instruction might have early attention and would be the subject of consideration by the Educational Syndicate.

Before a code for the guidance of inspecting officers is prepared, I should be glad to have the advantage of reviewing any similar codes adopted by the department in the older provinces of India.

6. The remaining specific recommendations of which the adoption in this province is desirable involve additional expenditure. Under any of these heads I will gladly submit formal proposals if authorized to do so.

Meantime the submission of the statistics called for in the Home Secretary's letter, forwarded under your endorsement quoted above, does not seem to be necessary so far as this province is concerned.

Extract from the Burma Municipal Act, 1884.

CHAPTER V.

Funds and Property.

Sections 62 and 63.

"62. (1) There shall be formed for each Municipality a school fund. To this fund shall be credited—

"(*a*) the fees levied in schools maintained at the cost of the school fund;

"(*b*) any assignment that may be made to the school fund from provincial funds or from any district or local fund;

"(*c*) any other funds or income that may be entrusted to the Municipality for the promotion of education; and

"(*d*) any sums assigned for educational purposes from the municipal fund.

"(2) The local Government may fix for any Municipality the minimum proportion of the municipal fund that shall be yearly assigned to the school fund under clause (*d*): provided that the minimum so fixed shall not exceed 5 per cent. on the gross annual income of the Municipality.

"(3) No expenditure, except expenditure for the promotion of education, shall be charged against the school fund. In case of doubt the Commissioner shall decide whether any expenditure is or is not for the promotion of education.

"63. (1) The balances standing to the credit of the municipal fund and school fund shall, if there is a Government Treasury or Sub-treasury or a Bank to which the Government Treasury business has been made over situate within the Municipality, be kept in that Treasury, Sub-treasury, or Bank. In any other case the bulk of the funds shall be kept in the nearest Government Treasury or Sub-treasury or Bank as aforesaid, and such money as may be required for current expenditure shall be kept by the Committee in a strong box in such place and under such precautions as the Committee may from time to time direct.

"(2) No disbursement of such funds or any part thereof shall be made except under the signature of the President or Vice-President and one other member of the Committee."

APPENDIX C.

GENERAL INSTRUCTIONS TO DEPUTY INSPECTORS OF SCHOOLS.

(Referred to in paragraph 20 of the Report.)

Object of instructions.

THE object of these instructions is to indicate generally the lines on which the work of a Deputy Inspector of Schools should be conducted and to explain what is expected from him by the Government.

It is not intended here to set forth the routine of a Deputy Inspector's duty; to prescribe his procedure under standing rules; to enumerate the records, returns, or accounts he has to furnish; or to describe the system under which the indigenous schools are aided.

On all such matters a Deputy Inspector will be instructed by the Inspector of his circle.

Responsible nature of a Deputy Inspector's position.

A Deputy Inspector of Schools is placed in a position of exceptional independence and responsibility. His tours of inspection are, indeed, prescribed by his superior officer, but the disposal of his time from day to day is very much left to himself and, although neglect of duty will certainly be detected, he has to work without the immediate control of a superior. He is entrusted with the charge and administration of public money, with large powers of discretion in the examination of schools, and with numerous duties connected with school inspection and the promotion of education; and upon the way in which his work is done largely depends the educational progress of the whole district of which he is placed in charge.

It is the duty of a Deputy Inspector, under the orders of the Inspector, to inspect the Government schools within his circle, or to aid the Inspector by undertaking special duty when required; but the principal object for which his office exists is the promotion of vernacular education through the agency of the indigenous schools; and his work will be principally judged by his success in attaining this object.

Activity in inspection.

One of the first essential qualifications of a good inspecting officer is personal activity, in which is included a capacity for the prompt despatch of business of all kinds. A Deputy Inspector of Schools having acquainted himself with the number and locality of the schools in his district, should make it his business to complete a first tour of all his schools as early as possible in the year. Wherever possible it should be his endeavour to visit each school a second time within the year, and in some cases a third visit may be found possible.

Much difference exists in the view taken of this duty by Deputy Inspectors. Some Deputy Inspectors are found to set an example of vigour and activity, but others seem to seize readily upon any plea for lingering at the headquarter station instead of working out the tours laid down for them.

Time is often wasted unnecessarily in the preparation or compilation of returns which might have been compiled from day to day during a tour, and a great deal too much time in the preparation of the annual report. Time is also wasted in many other ways, such as in waiting for the return of the Deputy Commissioner from tour, waiting for the arrival of the Inspector, waiting for advances from the treasury, and so forth. Such delays cannot always be avoided, but it should be a Deputy Inspector's object to cut short all such delays, to utilize in local inspection or the completion of returns time thus taken up, and not to allow any such causes to hinder the primary object of completing the work of the year and having, as an active Deputy Inspector is sure to have, good progress to record in the school for which he is responsible.

Number of days to be spent on tour.

The circumstances of the several districts vary considerably, but as a general rule an active Deputy Inspector of Schools in charge of a rural district should be able to show at the end of the year a record of not less than 200 days spent on tour.

His activity will be judged by a consideration of (1) the proportion of time he has spent on tour and at headquarters respectively as compared with the number of schools under inspection in the town and in the district, (2) by the number of second inspections made during the year, and (3) by the completeness of his reports and returns, and the punctuality with which they are submitted.

Promotion of education in the district.

But activity in inspection and businesslike conduct of examinations and correspondence are not the only duties with which a Deputy Inspector is charged. As the right-hand man of the Inspector, it is his business to study the educational condition and wants of the district as a whole. Under this head it is his duty to take care that his inspection list includes, if possible, every school in the district, no efforts being spared to induce all school-managers to receive inspection and advice; that every school on his list is fully acquainted with the nature of the provincial educational system, and encouraged and helped to conform to it.

It is especially his duty to endeavour to help and improve weak and struggling schools. Such schools are sometimes passed over by a Deputy Inspector as useless and unimproveable when a little personal encouragement might gradually render them efficient. In such cases a Deputy Inspector should on a first visit present the manager (and at his discretion any deserving pupils) with one or two books, such as readers, manuals of arithmetic, or any book for which special application may be made, giving at the same time an explanation of their use, and promising to come again to examine the pupils in their contents. A record should be kept of such gifts, and at his next visit the Deputy Inspector should be careful to ascertain how far they have been utilized.

Encouragement of weak schools.

It should be always remembered that it is the object of Government, wherever possible, to utilize and improve existing schools rather than to establish new ones.

In seeking the improvement of his schools, a good Deputy Inspector will not rest content with examining the pupils presented to him. He will notice where they fail and where the manager fails in his system; he will carefully indicate the causes of failure and, where necessary, will, with the manager's permission, himself take a class and give a lesson by way of example in the subject to which special attention is required.

Offer of personal advice and help.

More will be done by the display of genuine personal sympathy with the difficulties of a school and interest in its progress than by any number of merely perfunctory visits of inspection.

And here it may be noted that, while examinations should be conducted with method and despatch, a Deputy Inspector will fail in one of his most important duties if he is not gifted with the tact and judgment of the teacher who knows how to awaken the faculties and draw out the knowledge of his pupils, and if he allows his desire for a rapid completion of his work to lead him into a hurried or superficial inspection.

Another efficient means of promoting education is by encouraging the purchase of vernacular books. Every Deputy Inspector is agent to the Government Book Depôt, and in that capacity it is his duty to ensure the widest possible distribution of educational literature. It should be his pride to be successful in persuading school-managers and pupils to provide themselves with books, to introduce to them new publications, and to render the equipment of his schools as complete as possible.

Distribution of books.

The duty of a Deputy Inspector of Schools to work at all times in direct concert with the Civil Officers of his district has been repeatedly and emphatically prescribed. A good Deputy Inspector will take care that the Deputy Commissioner is kept fully acquainted not only with his own movements, but with the educational state and progress of every township and every village.

Co-operation with Civil Officers and lugyis.

Except in matters of routine, his reports and proposals submitted to the Inspector regarding schools and the requirements of the different localities should be, as a general rule, forwarded through the Deputy Commissioner, whose sanction he should endeavour to obtain to any measures he desires to introduce. Similarly the Deputy Commissioner should be constantly acquainted with the working of all establishments maintained from public funds, whether the staff of a Government school or the certificated teachers attached to indigenous schools.

Advice and co-operation should be sought, moreover, not only from the Deputy Commissioner, but from all Subdivisional Officers, Myoôks, and from village elders. It is from such sources that a Deputy Inspector will best learn the real wishes of the people; and it is by enlisting the concurrence and help of influential residents that he will best be enabled to justify and carry out his own proposals.

Having thus acquainted himself with local circumstances, the Deputy Inspector will be careful to represent to his superior the wants of localities which are unprovided with adequate facilities for education, to endeavour to excite the interest of the leading elders of such places in the education of their children, to explain to them the way in which they may set about to provide what is wanted, and may obtain aid in the fulfilment of their educational plans.

It is the duty of a Deputy Inspector of Schools to supervise with especial care and watchfulness the work of the certificated teachers or pupil-teachers attached to indigenous schools. These officers have usually been trained to their work, but they are for the most part sent out young into rural villages, and unless the Head Master is strict, they are without the regular supervision which to a young schoolmaster is very necessary. A Deputy Inspector should not interfere unnecessarily where a school is working well, and his action must always be taken with careful regard to the wishes of the school-manager; but he should not fail to call the attention of a certificated teacher to defects of system or management, and to afford him the help of his own advice as well as to see that his records, time-table, and apparatus are properly kept, that the prescribed standards are carefully followed, and that his attendance is regular.

Supervision of certificated teachers.

The schools thus aided are intended to become models for the example of the indigenous schools generally, and the Deputy Inspector should do all in his power to enable them to fulfil this object, and to see that the aided schools of his district hold a high place both in the list of indigenous schools in the province and in the estimation of the Native public.

Standard to be aimed at.

There is one point to which the attention of a Deputy Inspector is specially desirable. The plan of formally grading the indigenous schools has made many managers anxious to see the grade of their schools raised, and a zealous Deputy Inspector may be inclined unduly to foster this anxiety.

But it should be borne in mind that harm, and not good, is done by the effort to train a few pupils to a high standard to the neglect of the mass of the pupils in a school, and that it is not at present sought to raise above the upper primary grade a large number of vernacular schools. Where only one or two teachers are employed, managers may be reminded that they will be more successful as teachers, will gain more credit, and will earn larger grants by resting content with the standard of a primary school, and taking care that every class receives full attention and attains its prescribed standard. No school can be graded as a middle school unless a strong middle department has been formed and unless a teaching staff is maintained adequate to its permanent maintenance.

Enlistment of normal students and pupil-teachers.

Another important duty of a Deputy Inspector of Schools is to encourage the training of promising pupils for the profession of teacher. He should make all school-managers in his district aware of the nature of the Government normal schools, the prospects held out to trained teachers, and the special encouragement offered to the private training of students for the Teacher's Certificate examination; and he should himself recommend to the manager pupils for such training.

He should further explain the rules for the examination and employment of pupil-teachers, and should select pupils for examination for the pupil-teacher's certificate. Before authorizing the sending of any student for admission to a normal school he should acquaint the Head Master of the normal school with the student's wish to join, and ascertain that he can be received; and he must be especially careful to see that the student is fully qualified in every subject by the prescribed standard for admission, as well as to assure himself of his good character and likelihood to prove a capable teacher.

Nothing is gained by sending up to a normal school students not fully qualified, or students who have clearly no aptitude for the work of teaching, or intention to follow it as their profession.

Encouragement of female eduation.

In attending to the various matters above enumerated a Deputy Inspector must not forget that his work is not with the schools for boys only. One of his special objects should be to encourage to the utmost and promote by every means in his power the progress of female education in his district. At present it is chiefly through the agency of the indigenous lay schools that he can effect this. The system of mixed schools is indigenous to the country, nearly all lay schools receiving girls as well as boys; special inducements are offered by Government to the attendance of girls, and success in increasing the attendance of girls, in encouraging the formation of girls' schools, and in systematizing the work of girls in mixed schools will be greatly to the credit of a Deputy Inspector.

He should point out to managers the special rules which exist for the examination of girls under the provincial standards, and for the training and employment of Burmese certificated schoolmistresses. He should encourage the teaching of plain needle-work, he should advise managers wherever possible to employ a certificated assistant mistress for the girls, and he should make known the advantages of the Government normal classes for mistresses, and select candidates for admission to these classes, taking care in all cases to ascertain whether a candidate can be received before she is sent to the class.

Conclusion.

Such in outline are the duties and responsibilities of a Deputy Inspector of Schools, and it may be repeated that upon his own voluntary efforts and devotion to his duty the measure of his success will depend.

A Deputy Inspector of Schools no less than other public officers must expect at times to meet with failure and disappointment; but of all public offices there is probably none in which tangible and visible success so surely or so rapidly follows a zealous discharge of duty as in that of a Deputy Inspector of Schools.

It is easy for a Deputy Inspector to find excuses for continued failure to improve his schools—that the people are poor and indifferent to education, the teachers ill-qualified and negligent, the children irregular and idle, that distances are long and travelling difficult, that interruptions are frequent and clerical work heavy; but he should remember the English proverb that it is the bad workman who complains of his tools; and he may rest assured that when all allowance has been made for local circumstances there is in the poorest and most backward district abundant opportunity for influencing and improving existing schools, and that improvement is certain to follow persistent effort. Finally he should remember that the highest credit is due to him who obtains good results from the least promising field of work.

Diary of the Deputy Inspector of Schools _____ *District for the month of* _____ *188*

Date.	Station from which proceeding or at which arrived.			Number of miles travelled.			Number of days spent.			Name of school inspected.	Date of last inspection.	Number of schools inspected.	Number present on date of inspection.		Amount awarded.						Remarks.
	Township.	Circle.	Village.	By land.	By boat.	By sea.	In travelling.	On inspection duty.	On other duty.				Boys.	Girls.	To the Manager.			To the assistant teacher.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			17			18
1st.															Rs.	A.	P.	Rs.	A.	P.	
2nd.																					
3rd.																					
	Total ...																				

Deputy Inspector of Schools.

Notes for the Guidance of Deputy Inspectors of Schools.

1. This diary is to be written up at the end of every day.
2. At the end of each month one copy of the diary is to be sent to the Inspector of the circle and one copy to the Deputy Commissioner of the district.
3. Deputy Inspectors whose circle comprises more than one district will furnish a complete copy of each month's diary to the Inspector, and extracts to the Deputy Commissioner of each district visited containing the record of the time spent in the district.
4. In Rangoon town a copy will be sent to the President of the Municipality instead of to the Deputy Commissioner.
5. A day which has been spent wholly or partly in inspecting schools will be entered in column 9 as a whole day, but if no school has been inspected, the entry for the day will appear either in column 8 or column 10.
6. In the column for remarks very brief notes should be made opposite the name of each school inspected indicating its general condition, progress, or requirements.
7. The required copies of the diary for each month should be despatched immediately after the close of the month.

APPENDIX D.

GRANTS-IN-AID TO INDIGENOUS SCHOOLS.

(Referred to in paragraph 68 of the Report.)

THE local Government has had under consideration the necessity for carefully economizing the funds available for expenditure on the encouragement and improvement of indigenous schools. The public expenditure under this head has increased so rapidly in the last few years that the limits of the available resources have been reached, and if the active encouragement of indigenous schools is to be more widely extended, some modification of the conditions of aid must be introduced.

This statement is illustrated by the following comparative summary showing the total public expenditure on indigenous schools under the principal heads in the year 1879 and in the year 1884-85 :—

Total Expenditure of the Province on Indigenous Schools.

Total expenditure from	In 1879-80,				In 1884-85.			
	On certificated assistant masters.	On results-grants.	On building and other special grants.	Total.	On certificated assistant masters.	On results-grants.	On building and other special grants.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Provincial funds	..	..	..	..	230	1,260	223	1,713
Local cess funds	6,450	9,559	2,150	18,159	21,654	31,951	1,655	55,260
Municipal funds	3,611	4,258	1,695	9,564	29,761	33,314	1,726	64,801
Total ..	10,061	13,817	3,845	27,723	51,645	66,525	3,604	1,21,774

It will be seen that within five years the expenditure on indigenous schools has increased from Rs. 27,723 to Rs. 1,21,774, that is, by 339 per cent. This expenditure, be it observed, is additional to that incurred for the maintenance by Government of a large staff of Deputy Inspectors of Schools for the supervision of indigenous schools, the aggregate cost of which is Rs. 36,600 per annum. It should be added that the municipal expenditure on these schools comes almost entirely from provincial funds granted to Municipalities for educational purposes.

In the period above referred to the number of trained assistant masters paid from public funds has risen from 36 to 184; the number of subjects of examination for results-grants has been largely increased; upper and lower primary scholarships have been founded for every town and district; and with the general raising of the standard of verna-

cular education, the earnings of indigenous schools have very largely increased. Whereas in 1879-80 the highest grant earned by any indigenous school was Rs. 502, and only 18 schools earned Rs. 100 or upwards, in 1884-85 164 schools earned Rs. 100 or upwards, and five schools earned Rs. 1,000 or upwards in results-grants.

While these statistics furnish satisfactory signs that the encouragement offered by Government to indigenous schools has been welcomed by the managers and has led to much improvement in the schools, they show also that the time has come for re-considering the conditions under which aid is given in order that the funds available for these objects may be utilized to the best advantage by extending as widely as possible the benefits of the system in force.

It is certain that unless expenditure can be considerably reduced under other heads, it will be impossible to extend much more widely than at present that part of the system which has been found especially valuable, namely, the attachment of trained assistant masters to indigenous schools; and thus the valuable work now carried on by the normal schools, and which in the most backward part of the province has hardly been begun, must receive an early check.

In view of the advance made in primary education and of the increased calls for funds for its furtherance, the Government has been able to raise the proportion of the cess fund allotted to education from 10 per cent. to 20 per cent. It has, however, been necessary simultaneously to lay again upon the educational portion of the cess the cost of maintaining the staff of Deputy Inspectors which in 1883 was undertaken as a provincial charge; and thus the enhancement of the income from local funds is balanced by the additional burden.

The two main heads of expenditure on indigenous schools are—

(i) salary-grants to certificated teachers;

(ii) results-grants;

and the Chief Commissioner is satisfied that a reduction in the existing scale of payments under both heads is unavoidable.

Revised scale of salary-grants.

As regards the scale of salary-grants payable to certificated teachers, no change will be made in existing arrangements in the case of any of the certificated teachers now employed under the salary-grant scheme, or in the case of any students now attending the Government normal schools. To all such the privileges and provisions of the salary-grant scheme of 1884 are assured. A revised scale of salary-grants will, however, be adopted for all certificated teachers who may enter a normal school, or who may obtain a normal school certificate without studying at such a school after the close of the current calendar year. The revised scale will be notified hereafter.

Revised scale of results-grants.

The scale of results-grants payable under existing rules on the results of examination in indigenous schools will similarly be revised.

In making this revision it has been determined that a difference will be rightly made between indigenous schools of the following classes, namely,—

(i) schools which receive aid in the form of the gratuitous services of a certificated teacher;

(ii) schools not so aided;

(iii) schools independently conducted by a certificated teacher without salary-grant from public funds:—

(*a*) schools in the first of these classes already receive liberal and valuable aid varying from Rs. 360 to Rs. 720 per annum, and have *ipso facto* a great advantage over other schools in the preparation of pupils for examination, and it is in these schools that by far the largest calls are made on the result-grant funds: in such schools the reduction in the scale of results-grants should be greater than in others;

(*b*) schools of the second class are by far the most numerous, and a moderate reduction in the scale of results-grants, while it will not materially affect individual schools, will effect a considerable economy of district funds;

(*c*) schools in the third class are conducted by masters who have adopted teaching as a profession, and who depend for their living upon their success in securing both the regular attendance and the attention of their pupils. Such schools are at present few and deserving of special encouragement.

In consideration of the circumstances above set forth, it is hereby notified that the scale of results-grants payable in indigenous schools will be reduced from the 1st April 1886 in the following proportions:—

(i) in schools aided by a certificated teacher paid from public funds the existing rates will be reduced by 50 per cent.;

(ii) in schools not so aided the existing rates will be reduced by 25 per cent.;

(iii) in schools independently conducted by a certificated teacher existing rates will for the present continue in force.

The table which follows shows the precise manner in which the revision will operate.

Revised Table of Results-grants payable in Indigenous Schools under the prescribed Standards.

Standard.	In schools aided by a certificated teacher paid from public funds.	In schools without the aid of a certificated teacher.	In schools independently conducted by a certificated teacher.
Vernacular lower primary standard.	Rs. 2 in case of a boy, and Rs. 3 in case of a girl, for each subject in which a pupil has passed.	Rs. 3 in case of a boy, and Rs. 4-8-0 in case of a girl, for each subject in which a pupil has passed.	Rs. 4 in case of a boy, and Rs. 6 in case of a girl, for each subject in which a pupil has passed.
Vernacular upper primary standard.	Rs. 6 in case of a boy, and Rs. 4-8-0 in case of a girl, for each subject in which a pupil has passed.	Rs. 4-8-0 in case of a boy, and Rs. 6-12-0 in case of a girl, for each subject in which a pupil has passed.	Rs. 6 in case of a boy, and Rs. 9 in case of a girl, for each subject in which a pupil has passed.
Vernacular middle school standard.	Rs. 5 in case of a boy, and Rs 7-8-0 in case of a girl, for each subject in which a pupil has passed.	Rs. 7-8-0 in case of a boy, and Rs. 11-4-0 in case of a girl, for each subject in which a pupil has passed.	Rs. 10 in case of a boy, and Rs. 15 in case of a girl, for each subject in which a pupil has passed.

APPENDIX E.

REVISED RULES FOR THE AWARD OF TEACHERS' CERTIFICATES.

(Referred to in paragraph of the 150 Report.)

THE following rules for the award of certificates to teachers and pupil-teachers, and for the employment of pupil-teachers, have been sanctioned by the Chief Commissioner in supersession of the existing rules published at page 118, Part V, of the *British Burma Gazette* of the 12th February 1881 :—

Revised Rules for the award of Certificates to Teachers and to Pupil-teachers.

SECTION I.

Nature of Certificates granted to Teachers and Pupil-teachers.

THE certificates granted by Government are as follows :—

(1) Pupil-teacher's certificate—
- (*a*) Anlgo-vernacular ... { for masters. / for mistresses.
- (*b*) Vernacular ... ... { for masters. / for mistresses.

(2) Normal student's certificate—
- Vernacular ... ... { for masters. / for mistresses.

(3) Lower standard teacher's certificate—
- (*a*) Anglo-vernacular ... { for masters. / for mistresses.
- (*b*) Vernacular ... ... { for masters. / for mistresses.

(4) Higher standard teacher's certificate—
- (*a*) Anglo-vernacular ... { for masters. / for mistresses.
- (*b*) Vernacular ... ... { for masters. / for mistresses.

SECTION II.

Qualification for Certificates.

(1) *Pupil-teacher's Certificate.*—Pupil-teachers, whether male or female, may obtain certificates of qualification on the following conditions, namely :—

A pupil-teacher will be granted an *Anglo-vernacular certificate*, provided he or she is not under 14 years of age, and has passed the Anglo-vernacular Middle School examination and an examination in practical school-management.

A pupil-teacher will be granted a *Vernacular certificate*, provided he or she is not under 13 years of age, and has passed the Upper Primary (vernacular) examination and an examination in school-management.

(2) The *Normal Student's certificate* is for vernacular teachers only.

A normal student's certificate will be granted to any candidate, male or female, who has passed the Vernacular Middle School examination and an examination in school-management, and who is otherwise qualified in accordance with the standing rules of the Education Department.

Candidates other than students of a normal school presenting themselves for this certificate must have had not less than six months' continuous experience as teachers or pupil-teachers.

[NOTE.—The obtaining of this certificate will qualify schools for the capitation-grants assigned to the existing Lower Standard Teachers' certificates during the term of the present sanction, and during the same sanction the condition of six months' experience will not be enforced.]

(3) *Lower Standard Teacher's Certificate.*—A schoolmaster or schoolmistress will be granted an *Anglo-vernacular Lower Standard Teacher's certificate*, provided he or she has passed the University Entrance examination, has passsed an examination in school-management, and, excepting in the case of Burmese candidates, an examination in Burmese equivalent to the lower standard, has had three consecutive years' experience as a master or mistress in an Anglo-vernacular school, and has received three satisfactory annual reports from a Government Inspector.

[NOTE.—The capitation-grants payable for a Higher Standard Teacher's certificate will continue during the term of the present sanction to be awarded under the existing conditions, that is, for passing the examinations which are here prescribed for a Lower Standard certificate. But no certificate will be awarded except in accordance with these rules]

To qualify for a *Vernacular Lower Standard Teacher's certificate* a candidate must have passed the Vernacular Middle School examination and an examination in school-management; he or she must have had three consecutive years' experience as a master or mistress in a vernacular school, and have received three satisfactory annual reports from a Government Inspector.

[NOTE.—The holder of a normal student's certificate will be qualified for this certificate at the end of three years approved service.]

(4) *Higher Standard Teacher's Certificate.*—A schoolmaster or schoolmistress will be granted an *Anglo-vernacular Higher Standard Teacher's certificate*, provided he or she has passed the F. A. examination and, excepting in the case of Burmese candidates, an examination in Burmese equivalent to the *higher standard*, has had five years' experience as a teacher in an Anglo-vernacular school, and throughout the period has obtained satisfactory annual reports from a Government Inspector.

For a *Vernaucular Higher Standard Teacher's certificate* a master or mistress must have passed an examination in the vernacular by a standard equivalent to that of the University Entrance, must have had five years' experience as teacher in a vernacular school, and have been continuously well reported of during that time by a Government Inspector. Each standard is subdivided into three grades of three years' approved service in each grade.

SECTION III.

Award of Certificates.

The award of all certificates will be made on the results of the periodical examinations held by the Educational Syndicate, except in the case of the vernacular pupil-teacher's certificate.

Inspectors of Schools are authorized to grant this last-named certificate on the nomination of Deputy Inspectors and under such arrangement for examination as may be sanctioned by the Director of Public Instruction.

SECTION IV.

Employment of Certificated Teachers or Pupil-teachers.

All masters holding teachers' certificates (of either standard), or normal students' certificates, are eligible for employment under the salary-grant scheme, and have the preference for vacancies on the teaching staff of Government schools.

The holder of a Lower Standard Teacher's certificate under these rules who takes service under the salary-grant scheme will be placed in the third grade of certificated teachers under that scheme. The holder of a Higher Standard Teacher's certificate under these rules will be placed in the second grade under the salary-grant scheme. Mistresses holding teachers' certificates or normal students' certificates are eligible for service under the salary-grant scheme on the same terms as masters. They are also eligible for employment under the rules for the time being prescribed for the employment of certificated schoolmistresses.

Pupil-teachers are eligible for service under the rules for the time being in force for the employment of pupil-teachers.

The rules in this section are subject to the following provisoes:—

(*a*) no certificated teacher or pupil-teacher will be entitled to any allowance merely in virtue of his or her certificate. A teacher can claim or draw allowances at the sanctioned rates only when the Municipal Committee, or other authority in charge of funds assigned for educational purposes, has made due provision for payment of such allowances in respect of the school or locality where the teacher is to be employed;

(*b*) no pupil-teacher will be employed at any school other than the school where he gained his certificate, save with the express sanction of the authority of the Inspector of Schools of the circle.

SECTION V.

Forms of Certificates.

The certificates awarded under these rules shall be in the forms hereto appended.

BRITISH BURMA.

EDUCATION DEPARTMENT.

ANGLO-VERNACULAR PUPIL-TEACHER'S CERTIFICATE.

No. , *dated* *188*

, aged years, a pupil of school at having passed the Anglo-vernacular Middle School examination in 188 , and the examination in practical school-management in 188 is declared qualified for an *Anglo-vernacular Pupil-teacher's certificate.*

Registrar, Educational Syndicate. *Director of Public Instruction.*

BRITISH BURMA.

EDUCATION DEPARTMENT.

VERNACULAR PUPIL-TEACHER'S CERTIFICATE.

No. , *dated* *188*

, aged years, a pupil of school at having passed the Upper Primary (Vernacular) examination in 188 , and the examination in school-management in 188 is declared qualified for a *Vernacular Pupil-teacher's certificate.*

Inspector of Schools.

BRITISH BURMA.

EDUCATION DEPARTMENT.

VERNACULAR NORMAL STUDENT'S CERTIFICATE.

No. , *dated* *188*

, of the school at having passed the Vernacular Middle School examination in 188 , and the examination in school-management in 188 [and having already served as a ~~teacher~~ ~~pupil-teacher~~ for six months*], is declared qualified for a *Vernacular Normal Student's certificate.*

Registrar, Educational Syndicate. *Director of Public Instruction.*

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* This requirement only applies to candidates other than students of a normal school.

BRITISH BURMA.

EDUCATION DEPARTMENT.

ANGLO-VERNACULAR TEACHER'S CERTIFICATE, LOWER STANDARD.

No. , *dated* *188*

, employed as in school at , having passed the University Entrance examination in 188 , an examination in Burmese equivalent to the Lower Standard in 188 , and the examination in school-management in 188 , and having been reported to have worked satisfactorily as a teacher for three years, is declared qualified for an *Anglo-vernacular Teacher's certificate* of the *Lower Standard.*

Registrar, Educational Syndicate. *Director of Public Instruction.*

BRITISH BURMA.

EDUCATION DEPARTMENT.

VERNACULAR TEACHER'S CERTIFICATE, LOWER STANDARD.

No. , *dated* *188* .

, employed as in school at having passed the Vernacular Middle School examination in 188 and the examination in school-management in 188 , and having been reported to have worked satisfactorily as a teacher for three years, is declared qualified for a *Vernacular Teacher's certificate* of the *Lower Standard.*

Registrar, Educational Syndicate. *Director of Public Instruction.*

BRITISH BURMA.

EDUCATION DEPARTMENT.

ANGLO-VERNACULAR TEACHER'S CERTIFICATE, HIGHER STANDARD.

No. , *dated* *188* .

, employed as in school at having passed the University First Arts examination in 188 , and an examination in Burmese equivalent to the Higher Standard in 188 , and having been reported to have worked satisfactorily as a teacher for five years, is declared qualified for an *Anglo-vernacular Teacher's certificate* of the *Higher Standard.*

Registrar, Educational Syndicate. *Director of Public Instruction.*

BRITISH BURMA.

EDUCATION DEPARTMENT.

VERNACULAR TEACHER'S CERTIFICATE, HIGHER STANDARD.

No. , *dated* *188* .

, employed as in school at , having passed the examination required by the rules for the award of certificates to teachers and to pupil-teachers in 188 , and having been reported to have worked satisfactorily as a teacher for five years, is declared qualified for a *Vernacular Teacher's certificate* of the *Higher Standard.*

Registrar, Educational Syndicate. *Director of Public Instruction.*

Rules for Certificated Pupil-teachers.

Holders of pupil-teachers' certificates are eligible for employment under the following rules:—

Subject to budget limits, to the provisoes contained in Section IV of the foregoing rules and to the requirements of each district, the local Government will make annual pupil-teachers' grants for certificated pupil-teachers employed in approved schools under the following conditions:—

(i) Annual pupil-teachers' grants will be payable only for such pupil-teachers as are employed in schools approved by the Department, or by the authority disbursing the grant.

(ii) A certificated pupil-teacher must sign an agreement (or certify in writing his intention) to serve as a pupil-teacher for three years.

(iii) Annual pupil-teachers' grants will not be made for any pupil-teacher for more than three years.

(iv) Payment of the grant will be dependent on (*a*) the manager's report of the regular attendance and good conduct of the pupil-teacher, (*b*) on the pupil-teacher's passing an examination in general subjects and in school-management at the end of each year.

(v) A certificated pupil-teacher who fails at two examinations will forfeit his certificate.

(vi) A pupil-teacher will deposit his certificate with the Head of the institution in which he is employed; and on leaving the institution, the Head Master or the Principal will endorse upon it his opinion of the efficiency of the holder, and the circumstances under which he leaves the school, communicating a copy to the Director of Public Instruction for record. Subject to the above conditions the following capitation-grants will be payable (the grant to the 'school' in each case being payable to the teacher or teachers who shall be certified by the managers to have had charge of the training of the pupil-teacher):—

(1) For a Vernacular pupil-teacher at the end of—

		Rs.
First year—		
To the school	..	30
To the pupil-teacher	..	30
Total	..	60
Second year—		
To the school	..	40
To the pupil-teacher	..	40
Total	..	80
Third year—		
To the school	..	50
To the pupil-teacher	..	50
Total	..	100

(2) For an Anglo-vernacular pupil-teacher at end of—

		Rs.
First year—		
To the school	..	40
To the pupil-teacher	..	40
Total	..	80
Second year—		
To the school	..	50
To the pupil-teacher	..	50
Total	..	100
Third year—		
To the school	..	60
To the pupil-teacher	..	60
Total	..	120

APPENDIX F.

RULES FOR THE EXAMINATION OF CERTIFICATED PUPIL-TEACHERS AND OF CANDIDATES FOR PUPIL-TEACHERS' CERTIFICATES.

In accordance with the revised rules for the award of certificates to teachers and to pupil-teachers, prescribed in Education Department Notification No. 35, dated the 13th August 1885, and published at pages 297—301 inclusive of Part IV of the *British Burma*

Gazette of the 15th August 1885, the following regulations and standards for the annual examinations of the several grades of certificated pupil-teachers have been adopted with the concurrence of the Education Department and will come into force, in the case of examinations conducted by the Syndicate, at the first Teacher's Certificate examination of 1886 and, in the case of examinations conducted by Inspectors of Schools, on the date fixed by the Inspector for his inspection of the district schools in 1886-87 :—

1. *Vernacular Pupil-teachers.*—Once a year, should candidates present themselves, an examination of vernacular certificated pupil-teachers and of candidates for the vernacular pupil-teacher's certificate will be held at the headquarters of each district at the time of the annual inspection of the district schools, and under the general superintendence of the Inspector of the circle.

2. The examination will be conducted by a Committee consisting of a Deputy Inspector of Schools and two other members to be appointed by the Inspector in consultation with the Deputy Commissioner.

3. The questions for the written portion of the examination will be set, and the answers marked, by the examining Committee.

4. The award of the vernacular pupil-teacher's certificate will be made by the Inspector of Schools as soon as the examination is completed.

5. The nature of the vernacular examination will be as follows :—

(i) Candidates for the vernacular pupil-teacher's certificate, who must be certified to have passed fully the Upper Primary School examination and to have been employed as class-teachers for not less than six months, will be examined in school-management only.

This examination will be exclusively oral, and will consist of teaching a class in presence of the examiners and answering oral questions on the subject of school-management.

(ii) Certificated vernacular pupil-teachers, *who have completed one year's service*, will be examined orally in school-management and in writing—

(*a*) by the standard recognized by the Department for the first year class of a middle school in the following subjects :—

vernacular language ;
arithmetic ;
history of Burma ;
geography ;

(*b*) in school-management.

(iii) Certificated vernacular pupil-teachers, *who have completed two years' service*, and who have already passed the examination prescribed for the end of the first year, will be examined orally in school-management and in writing—

(*a*) by the standard recognized by the Department for the second year of a middle school in the following subjects :—

vernacular language ;
arithmetic ;
history of Burma ;
geography ;

(*b*) in school-management.

(iv) Certificated vernacular pupil-teachers, *who have completed three years' service*, and who have already passed the examination prescribed for the end of the second year, will be eligible for the authorized grant on their passing the provincial examination prescribed for a normal student's certificate.

6. *Anglo-vernacular Pupil-teachers.*—Once a year, should candidates present themselves, an examination of Anglo-vernacular certificated pupil-teachers and of candidates for the Anglo-vernacular pupil-teacher's certificate will be held simultaneously at duly notified district centres.

7. The examination in general subjects will be held concurrently with the Middle School examination and the questions will be set, and the answers marked, by the examiners appointed to conduct the Middle School examination.

8. The examination in school-management will be conducted simultaneously at Rangoon, Akyab, and Moulmein by a Committee appointed by the Syndicate on the publication of the results of the written examination.

9. The award of the Anglo-vernacular-pupil teacher's certificate, signed by the Registrar of the Syndicate and countersigned and issued by the Director of Public Instruction, will be made as soon as the written and oral examinations are completed.

10. The nature of the Anglo-vernacular examination will be as follows :—

(i) Candidates for the Anglo-vernacular pupil-teacher's certificate, who must be certified to have passed fully the Anglo-vernacular Middle School examination and to have been employed as class-teachers for not less than six months, will be examined in practical school-management by the Committee appointed by the Syndicate to conduct the Provincial Teacher's Certificate examination.

(ii) Cerficated Anglo-vernacular pupil-teachers, *who have completed one year's service*, and who have already passed the preliminary examination, will be examined in school-management by the Committee aforesaid and, in general subjects, will be presented for the Middle School examination, and will have to obtain a percentage of 50 in each subject and a percentage of 60 on the aggiegate, the standard being slightly higher than the Middle School standard.

(iii) Certificated Anglo-vernacular pupil-teachers, *who have completed two years' service*, and who have already passed the examination prescribed for the end of the first year, will be similarly examined in school-management and, in general subjects, will be presented for the Middle School examination, and will have to obtain a percentage of 60 in each subject and a percentage of 70 on the aggregate, the standard being again raised.

(iv) Certificated Anglo-vernacular pupil-teachers, *who have completed three years' service*, and who have already passed the examination prescribed for the end of the second year, will be eligible for the authorized grant on their passing the University Entrance examination, and the provincial examination in school-management.

APPENDIX G.

SPECIAL SCHOLARSHIPS FOR KAREN STUDENTS IN THE AMHERST DISTRICT.

(Referred to in paragraph 38 of the Report.)

THE Chief Commissioner has sanctioned an allotment from the Amherst district cess fund for the foundation and maintenance of two close scholarships for qualified Karen students under the following conditions:—

i.—Two scholarships will be awarded annually.

ii.—The scholarships are of the value of Rs. 10 per mensem and are tenable at the high school department, Rangoon College, or at any other recognized high school in the province.

iii.—Candidates for these scholarships must be Karens, must have passed the Anglo-vernacular Middle School examination, and must be not more than 20 years of age.

iv.—The scholarships will be tenable for three years from the 1st January in each year and will be subject to the ordinary conditions of Government scholarships.

v.—Nominations to these scholarships will be made by the Junior Inspector of Schools, to whom applications should be submitted by qualified candidates. Each application must be accompanied by a recommendation from a school-manager or other responsible person.

vi.—The award of the scholarships will be made by the Deputy Commissioner who, in making his award, will not be guided exclusively by the results of examination, but will also take into consideration the pecuniary circumstances, character, and family connection of the candidates.

vii.—Applications for these scholarships for 1886 will be received by the Junior Inspector of Schools, Rangoon, up to the 31st December next.

APPENDIX H.—Statistical Tables.

EDUCATION, GENERAL TABLE I.—*Abstract Return of Colleges, Schools, and Scholars in Lower Burma at the end of the official year 1885-86.*

(For details, see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles.	Number of towns* and villages	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand Total.	Percentage of.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
87,220 square miles.	Towns .. 20 Villages ... 15,837 Total .. 15,857	Males . 1,991,005 Females... 1,745,766 Total ... 3,736,771	Institutions — For males ...	1	...	57	5,102	3	11	5,174	...	208	5,382	Institutions to number of towns and villages. 34·13	
			Institutions — For females ...	...	...	13	15	2	...	30	...	...	30		
			Institutions — Total ...	1	...	70	5,117	5	11	5,204	...	208	5,412		
			Scholars — Males ...	20	...	7,170	133,408	167	218	140,983	...	2,732	143,715	Male scholars to male population of school-going age. 48·12	
			Scholars — Females ...	...	...	1,711	13,347	25	...	15,083	...	134	15,217	Female scholars to female population of school-going age.† 5·81	
			Scholars — Total ..	20	...	8,881	146,755	192	218	156,066	...	2,866	158,932	Total scholars to total population of school-going age. 28·35	

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as a town.
† The population of school-going age is taken at 15 per cent. of the whole population.

EDUCATION, GENERAL TABLE II.—*Abstract Return of Expenditure on Public Instruction in Lower Burma for the official year 1885-86.*

(For details, see General Table IV.)

1		Total direct expenditure on public instruction § — University education: Arts colleges.	University education: Professional colleges.	School education, General: Secondary schools.	School education, General: Primary schools	School education, Special: Training schools	School education, Special: All other special schools	Total	Total indirect expenditure on public instruction § — University.	Direction.	Inspection.	Scholarships.	Buildings	Special grants for furniture and apparatus	Miscellaneous.	Total.	Total expenditure on public instruction.	Remarks
		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Institutions ... For males	Rs. 23,286	Rs. .	Rs. 2,67,030	Rs. 2,00,351	Rs. 32,339	Rs. 8,736	Rs. 5,31,742	Rs. ...	Rs. 23,403	Rs. 62,876	Rs. 51,331	Rs. 1,95,432	Rs. 7,413	Rs. 53,576	Rs. 3,34,031	Rs. 9,49,729	Percentage of provincial expenditure included in column 17 to total expenditure on public instruction 28 83
	For females ...	.	...	66,563	11,535	3,558		83,956										Percentage of local fund expenditure included in column 17 to total expenditure on public instruction 11 19
	Total ...	23,286	.	3,35,593	2,14,186	35,897	8,736	6,15,698	...	23,403	62,876	51,331	1,95,432	7,413	53,576	3,34,031	9,49,729	Percentage of municipal expenditure included in column 17 to total expenditure on public instruction. 96 17
2	(a) Percentages* of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction .	8·14	...	19·35	4 38	13 12	2·13	47 12	..	8·35	22·06	8·37	10·79	·76	2·35	52·88	100	Percentage of municipal expenditure included in column 17 to total expenditure on public instruction . 9 29
	(b) Percentages* of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction	...	...	2·39	84·56	...	...	86 95	...	...	...	4·13	7·79	1 13	...	13·05	100	Percentage of expenditure from fees included in column 17 to total expenditure on public instruction
	(c) Percentages* of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction	.	...	39·68	26·37	...	·23	66·28	.	..	·72	6·99	29·86	·59	2·56	33·72	100	Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction 14 82
	(d) Percentages of total expenditure in columns 2—17 to total expenditure on public instruction	2·45	.	35·34	22·34	3·76	·92	64 83	...	2·46	6 62	5 41	14 26	·78	5·64	35 17	100	
3	AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P	Rs. A. P.	Rs A. P.	Rs. A P.	Rs. A P										
Departmental institutions.	Cost to provincial revenues ..	1,060 10 8	...	82 11 2	14 14 7	168 8 5	37 8 7	96 7 6										
	Cost to local and municipal funds	..	...	..	.		.	.										
	Total cost ...	1,108 13 8	...	105 15 8	23 4 3	168 8 5	45 12 11	107 10 8										
Local fund schools‡	Cost to provincial revenues ...	. .	...	...			..											
	Cost to local funds	...	...	...	16 0 1	...	. .	16 0 1										
	Total cost ...	...	...	...	16 15 9	...	...	16 15 9										
Municipal schools.‡	Cost to provincial revenues ...	..	. .	..	.	...	1 5 8	0 0 1										
	Cost to municipal funds ...	...	...	41 11 1	20 4 9	...	57 2 3	34 11 2										
	Total cost ...	...	...	54 12 6	22 6 2	...	58 8 0	44 2 5										
Institutions in Native States.	Cost to Native State revenues ..	...	...	...	..	..	..	...										
	Cost to local and municipal funds	...	...	...	...	..	...											
	Total cost ...	...	...	...	...	...	...	.										
Aided institutions.	Cost to provincial revenues ...	...	...	5 5 10	0 2 1	...	...	0 9 11										
	Cost to local and municipal funds	.	...	7 12 0	2 9 5	...	.	3 1 2										
	Total cost ..	...	..	29 15 11	2 15 6	...	.	5 8 0										
Unaided institutions	Total cost ...	...	.	45 3 0		..	19 1 8	0 1 4										
All institutions	Cost to provincial revenues .	1,060 10 8	...	6 1 7	0 1 3	168 8 5	22 0 5	0 13 2										
	Cost to local and municipal funds	...	...	15 15 10	1 3 8	..	3 10 11	2 0 1										
	Total cost	1,108 13 8	...	38 10 7	1 7 1	168 8 5	40 4 1	3 15 2										

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are to be calculated from the figures given in columns 7*a*, 7*b*, 7*c* respectively of General Table IV.

† The annual cost is calculated on the *direct* expenditure only The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year

‡ The average cost of each pupil in local fund and municipal schools is to be obtained from the figures given in General Table VII

§ Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil

EDUCATION, GENERAL TABLE III [REVISED*].—*Return of Colleges,*

Class of institution.	PUBLIC INSTITUTIONS.																			
	UNDER PUBLIC MANAGEMENT.																UNDER PRIVATE			
	Maintained by the Department.				*Maintained by Local Fund and Municipal Boards.*				*Maintained by other Departments of Government or in other ways.*				*Maintained by Native States.*				*Aided by the Department or by Local Fund or Municipal Boards.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
University education. — *Art Colleges—*																				
English	1	20	21	16	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																				
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	20	21	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	...
School education, general. — *Secondary Schools—*																				
For boys — English	2	223	245	189	16	2,130	2,127	1,794	...	...	...	...	...	...	...	...	22	3,343	3,197	2,648
For boys — Vernacular	...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...	15	1,800	1,808	1,796
For girls — English	...	...	...	...	1	88	69	54	...	...	...	...	...	...	...	...	10	963	932	788
For girls — Vernacular	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	2	163	158	133
Total	2	222	245	189	17	2,227	2,196	1,848	...	...	...	...	...	...	...	...	49	6,269	6,095	5,365
Primary Schools— For boys	4	202	283	224	16	997	996	797	...	...	...	...	...	...	...	...	1,269	58,754	58,765	58,394
For girls	...	...	...	...	8	470	424	400	...	...	...	...	...	...	...	...	7	285	260	218
Total	4	202	283	224	24	1,467	1,420	1,197	...	...	...	...	...	...	...	...	1,270	59,039	59,025	58,612
School education, special. — *Schools for Special Instruction—*																				
Training schools for masters	3	167	186	130	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ditto for mistresses	2	25	27	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	1	6	6	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	7	94	149	99	1	18	14	10	1	52	48	46	...	...	...	...	...	...	...	...
Industrial schools	...	...	..	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	13	292	368	255	1	18	14	10	1	52	48	46	...	...	...	...	...	...	...	.
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	20	796	917	684	42	3,712	3,630	3,055	1	52	48	46	...	...	...	...	1,325	65,308	65,120	64,177

PRIVATE INSTITUTIONS ...

1. *Advanced Teaching—*
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
   (c) Any other Oriental classic ... ...
2. *Elementary* — Teaching a vernacular only or mainly ... ...
   Mahomedan schools for religious instruction only ...
3. *European and Eurasian schools* not conforming to departmental standards*
4. *Other schools* not conforming to departmental standards ... ...

I.—The term *classical language* in column 22 includes European and Oriental
II.—Mixed schools should be shown as boy's schools or as girls' schools, acco
III.—Where boys and girls attend the same school, the column of "Remarks"
VI.—The sub-divisions of column 31, regarding races or creeds, will vary acco
* Revised in accordance with the orders of the Government of India,

Schools, and Scholars in Lower Burma for the official year 1885-86.

MANAGEMENT.						NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING—			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.						Remarks.	
Unaided.																
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.		
22	23	24	25	26	27	28	29	30	31*a*	31*b*	31*c*	31*d*	31*e*	31*f*	32	
															Boys.	Girls.
...	...	...	...	1	20	20	20	...	6	12	...	1	1	...	20	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	1	20	20	20	...	6	12	...	1	1	...	20	...
2	163	144	130	42	5,867	5,542	547	5,729	774	2,890	857	383	959	174	5,479	389
...	...	...	...	15	1,800	...	1,764	1,900	...	1,764	36	...	...	...	1,481	319
...	...	...	...	11	1,051	854	7	819	673	251	26	58	28	15	311	840
...	...	...	...	2	169	...	30	163	3	138	8	11	1	2	...	163
2	163	144	130	70	8,881	6,396	2,348	8,511	1,450	4,973	927	452	988	191	7,170	1,711
3,813	85,987	85,987	85,987	5,102	146,000	989	133,875	145,793	11	134,446	10,984	104	255	200	133,280	12,720
...	...	...	...	15	755	93	112	696	85	543	20	19	43	45	128	627
3,813	85,987	85,987	85,987	5,117	146,755	1,082	133,987	146,494	96	134,989	11,004	123	298	245	133,408	13,347
...	...	...	...	3	167	...	156	167	...	147	11	1	4	4	167	...
...	...	...	...	2	25	6	...	25	...	23	...	2	...	...	...	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	6	...	...	...	3	3	...	...	...	...	6	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	9	164	25	...	...	26	106	27	2	...	3	164	...
1	48	48	48	1	48	...	...	...	9	31	...	...	8	...	48	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	48	48	48	16	410	31	156	192	38	310	38	5	12	7	385	25
3,816	86,198	86,179	86,165	5,294	156,006	7,529	136,511	155,197	1,590	140,284	11,960	581	1,199	443	{ 13,428 girls in boys' schools / 339 boys in girls' schools }	{ Boys 140,983 / Girls 15,083 }
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	For boys	...	154	1,918	135	206	1,551	...	1,880	...	44	13	31	1,918	...
...	...	„ girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	For boys	...	50	938	...	280	658	...	...	...	...	938	...	804	134
...	...	„ girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	„ girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	For boys	...	4	10	...	10	...	...	...	...	...	...	10	10	...
...	...	„ girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	208	2,866	135	556	2,209	...	1,880	...	44	951	41	{ 134 girls in boys' schools. / Nil boys in girls' schools. }	{ Boys 2,732 / Girls 134 }
		GRAND TOTAL	...	5,412	158,932	7,664	137,067	157,406	1,590	142,114	11,960	625	2,150	484	{ 13,562 total girls in boys' schools / 339 total boys in girls' schools }	{ B. 143,715 / G. 15,217 }

classical languages.
rding as the number of boys or girls is greater.
should show the number of girls in boys' schools and the number of boys in girls' schools.
rding to circumstances.
Home Department No. 8-237, dated the 7th August 1886.

EDUCATION, GENERAL TABLE IV.—*Return of Expenditure on*

PUBLIC INSTI

Objects of expenditure.	UNDER PUBLIC MANAGEMENT.															
	Maintained by the Department.							*Maintained by Local Fund and Municipal Boards.*							*Maintained by*	
	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local rates or cesses levied in Native States.	Municipal funds raised in Native States.
1	2*a*	2*b*	2*c*	2*d*	2*e*	2*f*	2	3*a*	3*b*	3*c*	3*d*	3*e*	3*f*	3	4*a*	4*b*	4*c*
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University education. *Arts Colleges*— English	22,274	...	...	1,012	...	...	23,286	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training— Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	22,274	...	...	1,012	...	...	23,286	...	...	...	...	...	...	...	...	...	...
School education, General. *Secondary Schools*— For boys ... English	20,261	...	...	5,704	...	...	25,965	...	...	87,647	27,884	.	374	1,15,905	...	...	...
For boys ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls ... English	...	...	...	...	...	...	...	...	...	3,912	437	...	48	4,397	...	...	...
For girls ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	20,261	...	...	5,704	...	...	25,965	...	...	91,559	28,321	...	422	1,20,302	...	...	...
Primary Schools— For boys	4,220	...	...	2,365	...	...	6,585	...	5,315	19,027	2,403	...	176	26,921	...	...	...
For girls	...	...	...	...	...	...	...	...	...	3,059	153	...	...	3,212	...	...	...
Total	4,220	...	...	2,365	...	...	6,585	...	5,315	22,086	2,556	...	176	30,133	...	...	...
School education, Special. *Schools for Special Instruction*— Training schools for masters	32,339	...	...	...	...	...	32,339	...	...	...	...	...	...	...	...	...	...
Ditto mistresses	3,558	...	...	...	...	...	3,558	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	400	...	...	...	...	...	400	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and surveying schools	5,418	...	...	1,182	...	...	6,600	19	...	800	...	...	...	819	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	41,715	...	...	1,182	...	...	42,897	19	...	800	...	...	...	819	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts colleges	4,363	...	...	...	...	...	4,363	...	...	...	...	...	...	...	...	...	...
Professional colleges	7,949	...	...	...	...	...	7,949	...	...	...	...	...	...	...	...	...	...
Secondary schools	930	162	1,183	...	...	...	2,275	...	324	7,285	...	...	...	7,609	...	...	...
Primary schools	489	...	...	...	...	...	489	...	72	3,306	...	...	...	3,378	...	...	...
Special schools other than training schools	9,180	...	...	...	...	...	9,180	...	...	...	...	...	...	...	...	...	...
Buildings	16,639	...	...	...	...	...	16,639	412	6,289	58,778	...	...	...	65,479	...	...	...
Furniture and apparatus (special grants only)	1,573	...	...	...	...	...	1,573	...	...	1,057	...	...	...	1,057	...	...	...
Miscellaneous	6,129	...	...	5,713	...	24,852	36,694	1	...	8,802	110	...	724	9,637	...	...	...
Total	49,252	162	1,183	5,713	...	24,852	81,162	413	6,685	79,728	110	...	724	87,660	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,37,722	162	1,183	15,976	...	24,852	1,79,895	432	12,000	1,94,173	30,987	...	1,322	2,38,914	...	...	...

I.—Fractions of a rupee are to be omitted.

II.—If the income of any school maintained by the Department (or by a local or Municipal Board) exceeds the expenditure equalized. If in such school the income from fees or other private sources alone exceeds the expenditure, the excess

III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub- actual receipts from provincial revenues and from local and Municipal funds should be shown in full.

IV.—In calculating the expenditure from provincial revenues or any other fund, all payments or contributions from fees or

V.—The expenditure under 'University,' 'Direction,' and 'Inspection,' should be shown only in column 7 and its sub-divisions,

VI.—The expenditure on stipends held in training schools should be shown as part of the expenditure in those schools, not

VII.—The expenditure entered in columns 4*a*, 4*b*, and 4*c*, should be included in column 7*a*, and not in columns 7*a*, 7*b*, and 7*c*. The

Public Instruction in Lower Burma for the official year 1885-86.

TUTIONS.

Native States.				Under private management. Aided by the Department or by Local Fund or Municipal Boards.							Unaided.				Total expenditure from—					
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	All other sources.	Grand total.
4d	4e	4f	4	5a	5b	5c	5d	5e	5f	5	6a	6b	6c	6	7a	7b	7c	7d	7e	7
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	22,274	...	...	1,012	...	23,286
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	22,274	...	...	1,012	...	23,286
...	...	...	...	16,415	...	21,811	23,216	8,898	33,325	1,03,665	2,998	...	3,500	6,507	36,076	...	1,09,458	59,802	46,106	2,52,042
...	...	...	...	203	2,536	11,553	200	...	496	14,988	...	...	...	...	203	2,536	11,553	200	496	14,988
...	...	...	...	13,649	...	10,156	12,907	5,298	13,285	55,295	...	...	...	...	13,649	...	14,008	13,344	18,631	59,632
...	...	...	...	2,431	...	1,209	48	...	5,183	8,871	...	...	...	...	2,431	...	1,209	48	5,183	8,871
...	...	...	...	32,698	2,536	44,729	36,371	14,196	52,280	1,82,819	2,998	...	3,500	6,507	52,959	2,536	1,36,228	73,394	70,416	3,35,593
...	...	...	...	5,725	84,566	66,649	1,492	3,588	4,825	1,66,845	...	...	...	...	9,945	89,881	85,676	6,260	8,589	2,00,351
...	...	...	...	2,052	...	1,849	500	224	3,998	8,623	...	...	...	...	2,052	...	4,908	659	4,222	11,835
...	...	...	...	7,777	84,566	68,498	1,992	3,812	8,823	1,75,468	..	...	...	...	11,997	89,881	90,584	6,918	12,811	2,12,186
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	32,339	...	...	...	...	32,339
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	3,558	...	...	...	...	3,558
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	400	...	...	...	...	400
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,437	...	800	1,182	...	7,419
...	...	...	...	...	...	...	...	...	...	...	...	...	917	917	...	...	...	...	917	917
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	917	917	41,734	...	800	1,182	917	44,633
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	23,403	...	...	...	...	23,403
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	60,386	...	2,490	...	...	62,876
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,363	...	...	...	...	4,363
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,949	...	...	...	...	7,949
...	...	...	...	...	252	6,550	...	...	6,802	...	...	...	...	...	930	738	15,018	...	...	16,686
...	...	...	...	...	3,580	5,206	...	...	...	8,786	...	...	...	...	469	3,652	9,012	...	...	13,153
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,180	...	...	...	...	9,180
...	...	...	...	10,500	2,000	19,745	...	...	19,069	51,314	...	...	...	...	29,551	8,289	78,523	...	19,069	1,35,432
...	...	...	...	500	1,195	940	...	...	2,071	4,715	...	...	68	68	2,073	1,195	2,006	...	2,139	7,413
...	...	...	...	300	...	...	...	...	6,941	7,241	...	...	4	4	6,430	...	8,802	5,823	32,521	53,576
...	...	...	...	11,300	7,027	32,450	...	...	28,081	78,858	...	...	72	72	1,44,754	13,874	1,15,851	5,823	53,729	3,34,031
...	...	...	...	51,775	94,129	1,45,077	38,363	18,007	89,190	4,30,202	2,998	..	4,498	7,496	2,73,718	1,06,291	3,43,523	88,324	1,37,873	9,49,729

the return of Government (or local or Municipal) expenditure should be reduced accordingly, the income and expenditure of the school being thus
income and the sources from which it is derived should be shown in the column of remarks.
heads of endowments, subscriptions, and other sources; or, if the receipts from those sources are insufficient, from the sub-head of fees also. The

other sources credited to that Fund should be deducted. Such payments should be shown as expenditure under the sub-heads to which they belong,
and not in the preceeding columns.
under the head of scholarships.
expenditure entered in column 4d should be included in column 7d,

EDUCATION, GENERAL TABLE V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Lower Burma at the end of the official year 1885-86.*

Class of schools.			Number of schools.	Number of pupils on the rolls on the 31st March.	HIGH STAGE. Comprising all Pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all Pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			UPPER PRIMARY STAGE. Comprising all Pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY STAGE. Comprising all Pupils who have not passed beyond the Lower Primary Stage.						Total.		
															Reading printed books.			*Not reading printed books.*					
					1			2			3			4			5					
					Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary schools—																						
For boys...	Departmental ...	English ...	2	222	64	...	64	125	...	125	33	...	33	...	...	...	...	...	...	222	...	222
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund ...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ...	English ...	16	2,139	45	...	45	592	1	593	477	5	482	957	19	976	38	5	43	2,109	30	2,139
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States ..	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	English ...	22	3,343	35	1	36	597	43	640	703	84	787	1,599	205	1,804	76	...	76	3,010	333	3,343
		Vernacular ...	15	1,800	...	...	...	157	11	168	306	25	331	1,014	283	1,297	4	...	4	1,481	319	1,800
	Unaided ...	English ...	2	163	...	...	...	13	...	13	30	7	37	94	19	113	...	...	...	137	26	163
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...		57	7,667	144	1	145	1,484	55	1,539	1,549	121	1,670	3,664	526	4,190	118	5	123	6,959	708	7,667
For girls..	Departmental...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund ...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal ...	English ...	1	88	...	...	...	...	1	1	1	12	13	34	40	74	...	...	...	35	53	88
		Vernacular ...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States ...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	English ...	10	963	...	20	20	1	137	138	21	196	217	108	371	479	46	63	109	176	787	963
		Vernacular ...	2	163	...	...	...	...	57	57	...	24	24	...	73	73	...	9	9	...	163	163
	Unaided ...	English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...		13	1,214	...	20	20	1	195	196	22	232	254	142	484	626	46	72	118	211	1,003	1,214
Total Secondary Schools ...			70	8,881	144	21	165	1,485	250	1,735	1,571	353	1,924	3,806	1,010	4,816	164	77	241	7,170	1,711	8,881

Primary schools—																						
For boys...	Departmental	...	...	...	4	262	..	...	...	...	...	...	14	...	14	248	...	248	...	...	...	262	...	262
	Local fund	...	...	...	5	333	...	...	...	...	...	...	46	1	47	222	36	258	20	8	28	288	45	333
	Municipal	...	...	...	11	664	...	...	...	...	...	...	141	6	147	417	32	449	42	26	68	600	64	664
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	...	...	...	1,269	58,754	...	...	...	...	...	...	133	12	145	50,028	8,548	58,576	13	20	33	50,174	8,580	58,754
	Unaided ..	...	...	...	3,813	85,987	...	...	...	...	...	...	...	...	...	81,956	4,031	85,987	...	...	...	81,956	4,031	85,987
			Total	...	5,102	146,000	...	...	...	...	...	...	334	19	353	132,871	12,647	145,518	75	54	129	133,280	12,720	146,000
For girls...	Departmental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	8	470	...	...	...	...	...	...	...	5	5	50	358	408	22	35	57	72	398	470
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided ...	...	...	...	7	285	...	...	...	...	...	...	5	29	34	48	157	205	3	43	46	56	229	285
	Unaided...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
			Total	...	15	755	...	...	...	...	...	...	5	34	39	98	515	613	25	78	103	128	627	755
	Total Primary Schools			...	5,117	146,755	...	...	...	...	...	...	337	48	385	133,018	13,130	146,138	100	132	232	133,408	13,347	146,755
	GRAND TOTAL			...	5,187	155,636	144	21	165	1,485	250	1,735	1,910	406	2,316	136,775	14,172	150,947	264	209	473	140,578	15,058	55,636

Note.—The number of girls shown in this table should correspond with the number returned under primary and secondary schools in General Forms 1 and 3. Mixed schools should be entered as boys' schools or girls schools, according as the number of boys or girls is greater.

EDUCATION, GENERAL TABLE VI.—*Return showing the Results of Prescribed Examinations in Lower Burma during the official year 1885-86.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16a	16b	16c	16d	16e	16f
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	1	...	...	1	3	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First Arts	1	...	...	1	7	...	...	...	7	3	...	...	...	3	...	3	...	...	...	...
4. Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine—																				
1. M. D.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. M. S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—																				
1. M. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of general education—																				
Matriculation ... ... Boys	4	1	1	6	40	3	1	...	44	17	3	...	...	20	3	13	...	1	2	1
Matriculation ... ... Girls	...	2	...	2	...	7	...	...	7	...	3	...	...	3	3	...	...	...	...	...
Public Service Certificate examination ... ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Public Service Certificate examination ... ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of special instruction—																				
1. Training School examination for masters ... ... Upper	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1. Training School examination for masters ... ... Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Training School examination for mistresses ... ... Upper	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Training School examination for mistresses ... ... Lower	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. School of Art examination ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Vernacular Medical examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Examination in engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Examination in surveying ...	20	...	18	38	199	...	27	164	390	17	...	...	3	20	1	17	...	...	...	2
7. Industrial School examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Note.—Any other special examination, such as the intermediate or other examinations of the Punjab University, may be added to this list.

Supplementary Return showing the Results of Provincial Examinations in Lower Burma for the official year 1885-86.

Nature of examination.		Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					
		Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Burmese.	Karens.	Chinese.	Natives of India.	Others.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16a	16b	16c	16d	16e	16f
Middle School Examination—																					
English	Boys	13	16	2	31	162	129	2	6	299	64	25	...	...	89	8	39	9	7	8	18
	Girls					...	35	...	1	36	1	19	...	...	20	18	...	1	...	...	1
Vernacular	Boys	10	13	34	57	154	9	194	4	361	66	4	42	...	112	...	71	11	...	4	26
	Girls					...	69	...	...	69	11	20	...	...	31	...	29	...	1	...	1
Total	Boys	23	29	36	88	316	138	196	10	660	130	29	42	...	201	8	110	20	7	12	44
	Girls					...	104	...	1	105	12	39	...	...	51	18	29	1	1	...	2
Upper Primary School examination.	Boys	28	247	...	275	317	1,803	...	...	2,120	120	571	...	...	691	17	526	110	14	24	...
	Girls					5	304	...	...	309	...	87	...	...	87	23	41	22	1	...	...
Lower Primary School examination.	Boys	37	1,307	...	1,344	511	13,268	...	...	13,779	197	2,071	...	...	2,268	36	1,767	428	8	29	...
	Girls					43	2,554	...	...	2,597	19	385	...	...	404	45	225	132	2	...	...
Teacher's Certificate Examinations—																					
(*a*) Lower Standard Anglo-vernacular Teacher's Certificate.	For Masters ...	1	1	...	2	1	1	...	...	2	1	1	...	...	2	1	...	...	...	...	1
	For Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Anglo-vernacular Pupil Teacher's Certificate examination.	For Masters ...	4	2	...	6	10	5	...	3	18	5	4	...	3	12	3	8	...	...	1	...
	For Mistresses ...	...	3	...	3	...	15	...	...	15	...	8	...	...	8	8	...	..	...	...	...
(*c*) Normal Student's Certificate examination.	For Masters ...	4	17	...	21	101	50	...	4	155	73	17	...	2	92	...	86	6	...	...	...
	For Mistresses ...	2	3	...	5	20	19	...	...	39	12	13	...	..	25	...	25	...	...	...	...

EDUCATION, GENERAL TABLE VII.—*Return showing the Distribution of Local Fund and*

Objects of expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions maintained by Local Fund Boards.											*In Institutions maintained by—*			
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.	Municipal grants.	Fees.	Subscription.	Endowments and other sources.	Total.	The department.	Municipal boards.	Private persons or associations.	Total local fund expenditure on public instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Arts Colleges.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University education. — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.															
University education. — Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University education. — Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.															
School education, General. — For boys — English	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...
School education, General. — For boys — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	2,536	2,536
School education, General. — For girls — English	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
School education, General. — For girls — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	2,536	2,536
Primary Schools.															
School education, General. — For boys	...	5	333	332	277	...	5,315	...	325	...	...	5,640	...	84,566	89,881
School education, General. — For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	5	333	332	277	...	5,315	...	325	...	...	5,640	...	84,566	89,881
Schools for Special Instruction.															
School education, Special. — Training schools for masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, Special. — Training schools for mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, Special. — Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, Special. — Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, Special. — Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, Special. — Engineering and Surveying schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, Special. — Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School education, Special. — Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools	...	...	...	...	...	180	...	...	...	...	180	162	144	252	738
Scholarships held in— Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	72	3,580	3,652
Scholarships held in— Special schools other than training schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	..	...	...	...	6,289	...	...	...	...	6,289	...	...	2,000	8,289
Furniture and apparatus (special grants only)	...	...	...	...	...	...	...	...	...	...	...	...	...	1,195	1,195
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	6,469	...	...	...	...	6,469	162	216	7,027	13,874
GRAND TOTAL	5	333	332	277	...	11,784	...	325	...	...	12,109	162	216	94,129	1,06,291

I.—The sum of the expenditure in columns 12 and 27 should agree with the expenditure shown in column 3 of
II.—The sum of the expenditure in columns 16 and 13 should agree with the expenditure shown in columns 7*b* and 7*c*,

Municipal Expenditure on Public Instruction in Lower Burma for the official year 1885-86.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
In Institutions maintained by Municipal Boards.											*In Institutions maintained by—*			Total municipal expenditure on public instruction.	Total expenditure of local fund and municipal boards on public instruction.	Remarks.
Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local fund grants.	Fees.	Subscription.	Endowments and other sources.	Total.	The department.	Local fund boards.	Private persons or associations.			
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
16	2,139	2,127	1,704	...	87,647	...	27,884	...	374	1,15,905	...	...	21,811	1,09,458	1,09,458	
...	...	...	...	...	...	...	...	...	...	...	...	...	11,553	11,553	14,089	
1	88	69	54	...	3,012	...	437	...	48	4,397	...	...	10,156	14,068	14,068	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,209	1,209	1,209	
17	2,227	2,196	1,848	...	91,559	...	28,321	...	422	1,20,302	...	...	44,729	1,36,288	1,38,824	
11	664	664	520	...	19,027	...	2,078	...	176	21,281	...	...	66,649	85,676	1,75,557	
8	470	424	400	...	3,050	...	153	...	...	3,212	...	...	1,849	4,908	4,908	
19	1,134	1,088	920	...	22,086	...	2,231	...	176	24,493	...	...	68,498	90,584	1,80,465	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	18	14	10	19	800	...	...	...	...	819	...	...	...	800	800	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	18	14	10	19	800	...	...	...	...	819	...	...	...	800	800	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,490	2,490	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	7,285	144	...	...	...	7,429	1,183	...	6,550	15,018	15,756	
...	...	...	...	...	3,806	72	...	...	...	3,878	...	...	5,206	9,012	12,664	
...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	
...	...	...	...	412	58,778	...	...	...	...	59,190	...	...	19,745	78,523	86,812	
...	...	...	...	...	1,057	...	...	...	...	1,057	...	...	949	2,006	3,201	
...	...	...	...	1	8,802	...	110	...	724	9,637	...	...	...	8,802	8,802	
...	...	...	...	413	70,728	216	110	...	724	81,191	1,183	...	32,450	1,15,851	1,20,725	
87	3,379	3,298	2,778	432	1,94,173	216	30,662	...	1,322	2,26,805	1,183	...	1,45,677	3,43,523	4,49,814	

General Table IV.
respectively of General Table IV, and the local fund and municipal expenditure of Native States should be excluded.

Return showing Classification according to Religion of Pupils attending Public Institutions on 31st March 1886.

	Class of Institution.	Grand total of public institutions.	Grand total of scholars on the 31st March.	Classification of scholars on the 31st March according to creed.					Remarks.
				Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
	Arts Colleges.								
University Education.	English	1	20	7	1	...	12	...	
	Oriental	...	...	...	...	...	...	...	
	Colleges or Departments of Colleges for Professional Training.								
	Law	...	...	...	...	...	...	...	
	Medicine	...	...	...	...	...	...	...	
	Engineering	...	...	...	...	...	...	...	
	Total ...	1	20	7	1	...	12	...	
	Secondary Schools.								
School Education, General.	For Boys ... English ...	42	5,867	1,946	453	428	2,968	52	
	Vernacular ...	15	1,800	30	...	...	1,704	...	
	For Girls ... English ...	11	1,051	807	1	...	219	24	
	Vernacular ...	2	163	125	...	...	38	...	
	Total ...	70	8,881	2,914	454	428	5,009	76	
	Primary Schools.								
	For Boys	5,102	140,000	459	165	25	145,291	60	
	For Girls	15	755	171	36	7	537	4	
	Total ...	5,117	146,755	630	201	32	145,828	64	
	Schools for Special Instruction.								
School Education, Special.	Training schools for masters ...	3	167	9	8	...	150	...	
	Training schools for mistresses ...	2	25	23	...	...	2	...	
	Schools of art	...	...	...	...	...	...	...	
	Law schools	1	6	3	...	...	3	...	
	Medical schools	...	...	...	...	...	...	...	
	Engineering and Surveying schools ...	9	164	54	4	...	105	1	
	Industrial schools...	1	48	9	8	...	31	...	
	Other schools	...	...	...	...	...	...	...	
	Total ...	16	410	98	20	...	291	1	
	Total of Colleges and Schools of Public Instruction.	5,204	156,066	3,649	676	460	151,140	141	

Statistical Return of Scientific and Literary Societies for the official year 1885-86.

Name.	Object.	Income from 1st April 1885 to 31st March 1886.				Number of Visitors.				Registered or not.	When established.	Remarks.
		From Government.	Endowments.	Subscriptions.	Total.	Males.	Females.	Juveniles.	Total.			
Young Men's Institute.	To promote facilities for mental culture and self-improvement.	Rs. 300	Rs. 360	Rs 1,173	1,833	816*	*Nil.*	*Nil.*	Rs. 816	Registered in September 1883.	June 1877.	* This number includes only subscribers who visited the Institute from 1st April 1885 to 31st March 1886.